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Handbook 2023

Education



The
University of
Southern
Queensland

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The information contained in this Handbook is valid as at the date mentioned below. The University of Southern Queensland reserves the right not to offer any program or course and to decline the enrolment of students in a program or course, in the light of student demand and resource constraints. Program structures, course objectives and content are subject to amendment as circumstances dictate.

The most up-to-date version of the UniSQ Handbook is the electronic version at <https://www.unisq.edu.au/handbook/current/>. Any printed version or other saved electronic version will be up to date at the time of printing or saving but may not contain the most recent information. Please always refer to the Internet address provided.

This version produced 20 Jul 2023.

Programs

Undergraduate programs

Undergraduate Certificate of Child and Family Studies (UCCF)

-

	Online
Start:	Semester 1 (February) Semester 2 (July)
Fees:	Commonwealth supported place
Standard duration:	0.5 years full-time
Program articulation:	To: ; Bachelor of Education (Early Childhood) ; Bachelor of Education (Primary) ; Bachelor of Human Services ; Diploma of University Studies

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Contact us

Future Australian and New Zealand student	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au

Program aims

The Undergraduate Certificate of Child and Family Studies provides you with an entry point to working with children and their families. It focuses on developing your knowledge of underpinning theory and practices to support wellbeing and manage emotional and behavioural problems. This certificate can provide an entry point to a Bachelor of Education (Primary), which provides graduates with a qualification for teaching students in classroom school settings.

Program objectives

Upon successful completion of this program, students should be able to:

- (1) describe and analyse how policy, social practices, families and individuals contribute to frameworks for mental health and well being
- (2) outline and define the major social and adjustment problems experienced in childhood and adolescence
- (3) identify and critically evaluate a range of appropriate interventions for children and adolescents across the human services contexts
- (4) communicate clearly and coherently on the historical and current social welfare and health systems in Australian society through an introductory analysis of prevalent trends in key sectors such as health, disability, aging, housing, justice, and employment
- (5) think critically, constructively and logically about the relationship between government, business and society.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity

of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 07. Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Program Information Set

View UniSQ's admission criteria, student profiles and a summary of all offers made under [Course Admission Information Set](#) via the QTAC website.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Admission into this short program is available to eligible Commonwealth Support applicants, who are aged 17 years or over. UniSQ assumes your knowledge is equivalent to senior high school English (Units 3 & 4, C).

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Program completion requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Required time limits

Students have a maximum of one year to complete this program.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband access is required for the four compulsory core courses. For information technology requirements, please see the [minimum computing standards](#).

Articulation

Upon successful completion of the Undergraduate Certificate of Child and Family Studies, graduates may be eligible for entry to the [Bachelor of Education \(Early Childhood\)](#) or the [Bachelor of Education \(Primary\)](#) subject to meeting:

Academic:

- English (4, SA) or equivalent
- Mathematics A, B or C (4, SA) or equivalent
- Science (4, SA) or equivalent
- [English Language Proficiency](#) requirements for Category 5. All students are required to satisfy the applicable [English language requirement](#)

AND

Non-academic:

As a result of a national requirement, submission of a 1000-word personal statement that demonstrates [Australian Institute for Teaching and School Leadership \(AITSL\)](#) competencies. The personal statement must address two categories that show your understanding of and motivations for studying the program:

- Category 1: Interest in teaching children/young people;
- Category 2: Involvement in personal learning and leadership activities.

Alternatively, successful completion of the Undergraduate Certificate of Child and Family Studies will enable entry and up to four units of credit towards the [BHMS Bachelor of Human Services](#).

Undergraduate Certificate of Child and Family Studies Recommended Enrolment Pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Select 4 of the following:								
CDS1000					1	1, 3		
EDC1000 Introduction to the Profession					1	1, 2	Must be enrolled in: BECH/BEED/BPED/BSED/B GEN/UCTE/UCTP/UCTS/UC CF BECH/BEED: Enrolment not permitted if EHF1100 has been completed BPED: Enrol ment not permitted if EP P1100 has been completed BSED: Enrolment not permit ted if ESF1100 has been completed	
CDS2000 Ethical Issues and Human Rights in the Human Services					1	1		
ECF1100 Foundations of Early Childhood					1	1, 2	Enrolment is not permitted in ECF1100 if EDC1400 has been previously completed.	Semester 1 Spring field and Toowoomba offer not available in 2023.
HSW1110 Mental Health and Psychosocial Disability					1	2		
HSW1000 Foundations of the Human Services Disciplines					1	2		

Undergraduate Certificate of Teaching (Early Childhood Education) (UCTE) -

	Online
Start:	Semester 1 (February) Semester 2 (July)
Fees:	Commonwealth supported place Domestic full fee paying place
Standard duration:	0.5 years full-time
Program articulation:	To: ; Bachelor of Education (Early Childhood) ; Diploma of University Studies

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Contact us

Future Australian and New Zealand student	Current students
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Program aims

This Undergraduate Certificate of Teaching (Early Childhood Education) offers an introduction to the key concepts, knowledge and skills that underpin the work of an early childhood educator. It balances theoretical understandings with practical considerations to start a journey towards being in educational and care settings, as well as classroom contexts. This certificate is an entry point and four units of credit towards a [Bachelor of Education \(Early Childhood\)](#), which provides graduates with a qualification for working with children from birth to eight years of age.

Program objectives

Upon successful completion of this program, students should be able to:

- (1) identify and analyse the dispositions of relational teachers and to reflect on personal strengths and weaknesses for establishing a supportive learning environment
- (2) demonstrate an understanding of the role of creativity and play to support young children's imagination, learning and development
- (3) analyse the role of the arts in affording children the opportunity to communicate in multiple ways and share their history, culture and languages
- (4) select appropriate pedagogies for the teaching of Aboriginal and Torres Strait Islander learners with consideration of culture, cultural identity and linguistic backgrounds and their impact on education
- (5) apply and articulate the professional responsibilities of teachers through effective personal literacy and the ethical use of information and communication technology.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity

of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 07. Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Program Information Set

View UniSQ's admission criteria, student profiles and a summary of all offers made under [Course Admission Information Set](#) via the QTAC website.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Admission into this short program is available to eligible Commonwealth Support applicants, who are aged 17 years or over. UniSQ assumes your knowledge is equivalent to senior high school English (Units 3 & 4, C).

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

Program completion requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Required time limits

Students have a maximum of one year to complete this program.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband access is required for the four compulsory core courses. For information technology requirements, please see the [minimum computing standards](#).

Articulation

Upon successful completion of the Undergraduate Certificate of Teaching (Early Childhood Education), graduates may be eligible for entry to the [Bachelor of Education \(Early Childhood\)](#) subject to meeting:

Academic:

- English (4, SA) or equivalent
- Mathematics A, B or C (4, SA) or equivalent
- Science (4, SA) or equivalent
- [English Language Proficiency](#) requirements for Category 5. All students are required to satisfy the applicable [English language requirement](#)

AND

Non-academic:

As a result of a national requirement, submission of a 1000-word personal statement that demonstrates [Australian Institute for Teaching and School Leadership \(AITSL\)](#) competencies. The personal statement must address two categories that show your understanding of and motivations for studying the program:

- Category 1: Interest in teaching children/young people;
- Category 2: Involvement in personal learning and leadership activities.

Undergraduate Certificate of Teaching (Early Childhood Education) Recommended Enrolment Pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Choose four (4) courses from the list:								
EDC1000 Introduction to the Profession	1	1			1	1, 2	Must be enrolled in: BECH/BEED/BPED/BSED/BGEN/UCTE/UCTP/UCTS/UC CF BECH/BEED: Enrolment not permitted if EHF1100 has been completed BPED: Enrolment not permitted if EP P1100 has been completed BSED: Enrolment not permitted if ESF1100 has been completed	
EDC1001 Understanding Learner Development	1	1, 2			1	1, 2, 3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BSED or BGEN. BECH/BEED/BPED only: Enrolment is not permitted if EDC1100 has previously been completed. BSED only: Enrolment is not permitted if ESD1100 has previously been completed.	Semester 2 Spring field and Toowoomba offer and Semester 3 Online offer is not available in 2023.
EDX1000 Early Reading Instruction £	1	1			1	1, 3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BGEN. BECH or BEED only: Enrolment is not permitted if EDX1170 or EHE1100 has been previously completed. BPED only: Enrolment is not	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							permitted if EHF1100 has previously been completed.	
ECF1100 Foundations of Early Childhood	1	1			1	1, 2	Enrolment is not permitted in ECF1100 if EDC1400 has been previously completed.	Semester 1 Spring field and Toowoomba offer not available in 2023.
ECA2100 Early Childhood Creativity and the Arts	1	1			1	1, 2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or BEED or BEDU (Early Childhood) or BECH Enrolment is not permitted in ECA2100 if EDC2300 has been previously completed	Semester 1 Spring field and Toowoomba offer and Semester 2 Online offer is not available in 2023.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Undergraduate Certificate of Teaching (Primary) (UCTP) -

	Online
Start:	Semester 1 (February) Semester 2 (July)
Fees:	Commonwealth supported place
Standard duration:	0.5 years full-time
Program articulation:	To: ; Bachelor of Education (Primary) ; Diploma of University Studies

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Contact us

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Program aims

This Undergraduate Certificate of Teaching (Primary) provides you with an introduction to the key concepts, knowledge and skills that underpin the work of a primary school teacher. It balances theoretical understandings with practical considerations to start a journey towards being ‘classroom ready’. This certificate is an entry point to a Bachelor of Primary Education, which provides graduates with a qualification for teaching students from Foundation to Year 6.

Program objectives

Upon successful completion of this program, students should be able to:

- (1) describe, explain and deconstruct the key aspects of child cognitive, physical, social and emotional development and analyse the implications for teaching
- (2) identify and apply strategies to teach, plan and implement effective arts-based curriculum learning opportunities
- (3) analyse the role of the arts in affording children the opportunity to communicate in multiple ways and share their history, culture and languages
- (4) select appropriate pedagogies for the teaching of Aboriginal and Torres Strait Islander learners with consideration of culture, cultural identity and linguistic backgrounds and their impact on education
- (5) apply and articulate the professional responsibilities of teachers through effective personal literacy and the ethical use of information and communication technology.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 07. Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Program Information Set

View UniSQ's admission criteria, student profiles and a summary of all offers made under [Course Admission Information Set](#) via the QTAC website.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Admission into this short program is available to eligible Commonwealth Support applicants, who are aged 17 years or over. UniSQ assumes your knowledge is equivalent to senior high school English (Units 3 & 4, C).

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Program completion requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Required time limits

Students have a maximum of one year to complete this program.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband access is required for the four compulsory core courses. For information technology requirements, please see the [minimum computing standards](#).

Articulation

Upon successful completion of the Undergraduate Certificate of Teaching (Primary), graduates may be eligible for entry to the [Bachelor of Education \(Primary\)](#) subject to meeting:

Academic:

- English (4, SA) or equivalent
- Mathematics A, B or C (4, SA) or equivalent
- Science (4, SA) or equivalent
- [English Language Proficiency](#) requirements for Category 5. All students are required to satisfy the applicable [English language requirement](#)

AND

Non-academic:

As a result of a national requirement, submission of a 1000-word personal statement that demonstrates [Australian Institute for Teaching and School Leadership \(AITSL\)](#) competencies. The personal statement must address two categories that show your understanding of and motivations for studying the program:

- Category 1: Interest in teaching children/young people;
- Category 2: Involvement in personal learning and leadership activities.

Undergraduate Certificate of Teaching (Primary) Recommended Enrolment Pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Choose four (4) courses from the list:								
EDC1000 Introduction to the Profession	1	1			1	1, 2	Must be enrolled in: BECH/BEED/BPED/BSED/BGEN/UCTE/UCTP/UCTS/UC CF BECH/BEED: Enrolment not permitted if EHF1100 has been completed BPED: Enrolment not permitted if EP P1100 has been completed BSED: Enrolment not permitted if ESF1100 has been completed	
EDC1001 Understanding Learner Development	1	1, 2			1	1, 2, 3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BSED or BGEN. BECH/BEED/BPED only: Enrolment is not permitted if EDC1100 has previously been completed. BSED only: Enrolment is not permitted if ESD1100 has previously been completed.	Semester 2 Spring field and Toowoomba offer and Semester 3 Online offer is not available in 2023.
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts [£]	1	1			1	1, 2, 3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTP or BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BGEN or BEED or BPED	Semester 2 Online offer is not available in 2023.
EDX1000 Early Reading Instruction [£]	1	1			1	1, 3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BGEN. BECH or BEED only: Enrolment is not permitted if EDX1170 or EHE1100 has been previously completed. BPED only: Enrolment is not permitted if EHF1100 has previously been completed.	
EHM1200 Mathematics in Early Primary [£]	1	2			1	1, 2, 3	Students must be enrolled in: BEDU(Early Child/Prim/Prim+SpecEd/SpecEd/HPE Primary/SHPE Prim) or BEED or BPED or BECH or UCTP Pre-req: BEDU(Early	Semester 1 Online offer not available in 2023. Semester 2 Toowoomba offer is not available in 2023.

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year.
Undergraduate Certificate of Teaching (Primary) (UCTP) - (2023)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							Child) or BEED Only - ECM1100 or EDX3280 Enrolment is not permitted if EDX1280 has been previously completed	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Undergraduate Certificate of Teaching (Secondary) (UCTS) -

	Online
Start:	Semester 1 (February) Semester 2 (July)
Fees:	Commonwealth supported place Domestic full fee paying place
Standard duration:	0.5 years full-time
Program articulation:	To: ; Bachelor of Education (Secondary) ; Diploma of University Studies

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Contact us

Future Australian and New Zealand student	Current students
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Program aims

This Undergraduate Certificate of Teaching (Secondary) provides you with an introduction to the key concepts, knowledge and skills that underpin the work of a secondary school teacher. It balances theoretical understandings with practical considerations enabling you to start a journey towards being 'classroom ready'. This certificate is an entry point to a Bachelor of Secondary Education, which provides graduates with a qualification for teaching students from Year 7 to 12.

Program objectives

Upon successful completion of this program, students should be able to:

- (1) identify the key attributes for teachers and determine the professional responsibilities that are required to teach in a discipline area
- (2) collect, analyse and apply relevant and appropriate sources of professional learning for secondary teachers
- (3) design supportive learning environments that promote positive behaviour through effective teaching and learning
- (4) explain and justify a function-based approach to manage adolescent behaviour which includes the theoretical underpinnings, assumptions, and goals about behaviour
- (5) select appropriate pedagogies for the teaching of Aboriginal and Torres Strait Islander learners with consideration of culture, cultural identity and linguistic backgrounds and their impact on education.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

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The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Program Information Set

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Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Admission into this short program is available to eligible Commonwealth Support applicants, who are aged 17 years or over. UniSQ assumes your knowledge is equivalent to senior high school English (Units 3 & 4, C).

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

Program completion requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Required time limits

Students have a maximum of one year to complete this program.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband access is required for the four compulsory core courses. For information technology requirements, please see the [minimum computing standards](#).

Articulation

Upon successful completion of the Undergraduate Certificate of Teaching (Secondary), graduates may be eligible for entry to the [Bachelor of Education \(Secondary\)](#) subject to meeting:

Academic:

- English (4, SA) or equivalent
- [English Language Proficiency](#) requirements for Category 5. All students are required to satisfy the applicable [English language requirement](#)

AND

Non-academic:

As a result of a national requirement, submission of a 1000-word personal statement that demonstrates [Australian Institute for Teaching and School Leadership \(AITSL\)](#) competencies. The personal statement must address two categories that show your understanding of and motivations for studying the program:

- Category 1: Interest in teaching children/young people;
- Category 2: Involvement in personal learning and leadership activities.

Undergraduate Certificate of Teaching (Secondary) Recommended Enrolment Pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Choose four (4) courses from this list:								
EDC1000 Introduction to the Profession	1	1			1	1, 2	Must be enrolled in: BECH/BEED/BPED/BSED/BGEN/UCTE/UCTP/UCTS/UC CF BECH/BEED: Enrolment not permitted if EHF1100 has been completed BPED: Enrolment not permitted if EP P1100 has been completed BSED: Enrolment not permitted if ESF1100 has been completed	
EDC1001 Understanding Learner Development	1	1, 2			1	1, 2, 3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BSED or BGEN. BECH/BEED/BPED only: Enrolment is not permitted if EDC1100 has previously been completed. BSED only: Enrolment is not permitted if ESD1100 has previously been completed.	Semester 2 Spring field and Toowoomba offer and Semester 3 Online offer is not available in 2023.
ESB2100 Positive Behaviour for Learning: Taking Responsibility	1	1			1	1, 2	Pre-requisite: Students must be enrolled in the following: UCTS or BEDU or BSED or MOLT (Secondary) Pre-requisite: BEDU and BSED Only - EDU1100 or ESP1200 or EDC1400 Co-requisite: BEDU (Secondary) and BSED Only - EDS2401	
EDH2152 Health and Wellbeing [£]	1	1, 2			1	1, 2, 3		Semester 1 Spring field, Toowoomba and Online offer is not available in 2023.
ESD1100	1	1			1	1, 2		Not offered in 2023.

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year.
Undergraduate Certificate of Teaching (Secondary) (UCTS) - (2023)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Bachelor of Early Childhood (BECH) - BECh

QTAC code (Australian and New Zealand applicants): Toowoomba campus: 908151; External: 908155;
Springfield campus: 928151

CRICOS code (International applicants): 056707B

Programs at UniSQ are regularly reviewed to ensure they remain professionally-relevant, in order to enhance the graduate outcomes of our students. This program is currently being re-accredited and is as a consequence likely to undergo some changes. Full details will be available when it is approved. If you have any questions, please [contact us](#) directly.

	On-campus	External
Start:	Semester 1 (February) Semester 2 (July)	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Campus:	Springfield, Toowoomba	-
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	3 years full-time, 7 years part-time	
Program articulation:	To : Bachelor of Education (Early Childhood)	

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

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Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

Graduates from the Bachelor of Early Childhood will have met the requirements of the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#) and can apply for recognition of being an Early Childhood Teacher (ECT) in prior to school settings. Students outside of Australia should check with their relevant authority regarding accreditation requirements. Please note, students graduating from this program, in Queensland, are not eligible for teacher registration with the Queensland College of Teachers (QCT).

Program objectives

Upon successful completion of the Bachelor of Early Childhood program, students will be able to:

- (1) Apply understandings related to children's learning and their development as unique, capable and competent citizens with rights and responsibilities
- (2) Explain and use broad theoretical and contemporary frameworks of curricula and learning frameworks

- (3) Implement appropriate pedagogies, principles and practices across birth to eight years
- (4) Explain and implement ethically and socially responsible practices and behaviours aligned with the rights of the child, and administrative, legislative and regulatory requirements
- (5) Use active inquiry to investigate and respond to the capabilities, strengths, interests and needs of children and their families and communities from an ecological perspective and using professional judgement
- (6) Research and advocate for key issues of focus around child and family guided by an autonomous commitment to improving professional knowledge and practice
- (7) Apply effective communication strategies to establish, engage with, and nurture strong collaborative communities of practice so as to effectively and sensitively support and respond to families and children from diverse contexts and backgrounds .

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 07. Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Program Information Set

View UniSQ's admission criteria, student profiles and a summary of all offers made under [Course Admission Information Set](#) via the QTAC website.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Have achieved a minimum Australian Tertiary Admission Rank (ATAR) of **62**, or equivalent qualification.[^]
- English (Units 3 & 4, C), or equivalent
- One of General Mathematics, Mathematical Methods, Specialist Mathematics (Units 3 & 4, C), or equivalent
- Science subject (Units 3 & 4, C), or equivalent.
- [English Language Proficiency](#) requirements for Category 5. All students are required to satisfy the applicable [English language requirements](#).

[^] These are determined by the University for specific programs each Semester. The 2023 ATAR and tertiary entrance ranks are based on agreed QTAC schedules which assess formal study at Year 12 or [equivalent level](#), tertiary, preparatory, professional or vocational qualifications or work experience, as detailed in the QTAC Assessment of Qualifications Manual and QTAC Assessor Guidelines.

Adjustment factors may help you get into the program of your choice by increasing your entrance rank. The additional points don't apply to all applicants or all programs. Please read the information about UniSQ's [Adjustment Factors](#) carefully to find out what you may be eligible for.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on

the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Bachelor of Early Childhood program is comprised of 24 units at undergraduate level (AQF Level 7) as follows:

- 23 [Core courses](#); and
- one Primary curriculum specialisation course ([Electives/Approved courses](#)).

Program completion requirements

Within the 24 units required to complete this program, there also is a strict professional experience requirement for a total of at least 80 days supervised placement, with the majority of placement days in Australian school or early childhood settings.

Please refer to [Professional Experience](#) for further information.

Required time limits

The standard duration for completion of this program is three years full-time or seven years part-time. Students have a maximum of seven years to complete this program.

Core courses

Core Courses	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus	Note:
EDC1000 Introduction to the Profession	1, 2	1	1	
EDC1001 Understanding Learner Development	1, 2, 3	1, 2	1, 2	Semester 2 Springfield and Toowoomba offer and Semester 3 Online offer is not available in 2023.

ECL1100 Language Development and Early Literacy Learning [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
ECM1100 Early Mathematical Thinking [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
ECF1100 Foundations of Early Childhood	1, 2	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2200 First Nations Education	1, 2	1, 2	1, 2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
ECH1200 Early Years Health and Active Play	2		2	Semester 2 Springfield offer is not available in 2023.
EDE2010 Or (from Semester 2, 2022): EDU1100 Introduction to Professional Experience	1, 2	2	2	EDU1100 replaces EDE2010 from Semester 2, 2023.
EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy	1, 2		1	Semester 1 Springfield offer is not available in 2023.
ECA2100 Early Childhood Creativity and the Arts	1, 2	1	1	Semester 1 Springfield and Toowoomba offer and Semester 2 Online offer is not available in 2022
EDE2201 Contexts for Learning and Development	1, 2	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2400 Educating Learners with Special Needs Across Contexts [£]	1, 2, 3	1, 2	1, 2	Semester 2 Springfield, Toowoomba and Online offer is not available in 2023.
EDX1000 Early Reading Instruction [£]	1, 3	1	1	
ECF2200 Relating with Families	2			

ECP2200 Childhood Resilience and Wellbeing	1, 2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
ECP3200 Early Scientific Thinking and Inquiry	1, 2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDE3009 Leadership and Professional Practices	1, 2			
ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy	1, 2			
EHM1200 Mathematics in Early Primary[£]	1, 2, 3	2	2	Semester 2 Toowoomba offer is not available in 2023. Semester 1 Online offer not available in 2023.
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts[£]	1, 2, 3	1	1	Semester 2 Online offer is not available in 2023.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	1, 2	1	1	
ECL3100 Intercultural Communication in Early Learning Contexts[£]	1, 2, 3		2	Semester 2 Springfield and Online offer is not available in 2023.
ECL2200 English Curriculum and Pedagogy in Early Primary 2	1, 2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.

Footnotes

[£] In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Electives/Approved courses

As detailed in the Program structure section of this Handbook, students are required to select one Primary specialisation course from the table below.

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus
Choose one Primary curriculum specialisation course:			
EPS2002 Making and Responding Through the Arts	2		
EPS2004 Movement and Health	2		
EPS2005 Linking Through Languages	2		
EPS2006 Investigating in Science	2		
EPS2007 Children's Literature and Language	2		
EPS2008 Developing Mathematical Knowledge for Innovative Teaching	2		
EPS2009 Integrating the Humanities and Social Sciences Across the Curriculum	2		

Professional experience

Within the 24 units required to complete this program, there also is a strict Professional Experience requirement. These requirements consist of at least 80 days unsupervised placement within various settings with the majority of placement days in Australian school and early childhood settings. Students can only undertake a maximum of one course with a professional experience component in the one semester.

Of the required supervised professional experience, all students, domestic and international, must complete a minimum of 50% of the supervised placement in Australia.

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state where they are completing their Professional experience.

For further information regarding professional experience and education placements, please visit the [UniSQ website](#).

IT requirements

For information technology requirements, please refer to the [minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state where they are completing their [Professional experience](#).

Articulation

Students who complete this program may articulate to the [Bachelor of Education \(Early Childhood\)](#).

From 1 January 2018, all applicants for initial teacher education programs nationally, including UniSQ's [Bachelor of Education \(Early Childhood\)](#), must meet both *academic* and *non-academic* entry criteria, detailed in the [admission requirements](#) for the [Bachelor of Education \(Early Childhood\)](#).

Exit points

This program contains provision for two generic exit awards, as follows:

- Associate Degree in Education Studies (DAES) - available at the completion of 16 approved courses, 8 of which must be education courses; and
- Diploma of Education Studies (DPES) - available at the completion of 8 education courses.

Credit

Candidates eligible for admission into this program may be eligible for up to 16 units of credit on the basis of successful completion of relevant, equivalent undergraduate level study completed at a recognised university or institution.

Credit approved in this program will not automatically apply to other UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please visit our [website](#).

Early Childhood

Before enrolling, BECH students who began their programs prior to 2018 should review their enrolment pattern by using the relevant program transition links in the [My Initial Teacher Education \(MyITE\) site](#).

Students are strongly encouraged to follow the recommended enrolment pattern for their program. This is particularly important in respect to Professional Experience. Delaying Professional Experience may delay program completion by up to three (3) years.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC1000 Introduction to the Profession	1	1			1	1,2	Must be enrolled in: BECH/BEED/BPED/BSED/BGEN/UCTE/UCTP/UCTS/UC CF BECH/BEED: Enrolment not permitted if EHF1100 has been completed BPED: Enrolment not permitted if EP P1100 has been completed BSED: Enrolment not permitted if ESF1100 has been completed	
EDC1001 Understanding Learner Development	1	1, 2			1	1, 2, 3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BSED or BGEN. BECH/BEED/BPED only: Enrolment is not permitted if EDC1100 has previously been completed. BSED only: Enrolment is not permitted if ESD1100 has previously been completed.	Semester 2 Spring field and Toowoomba offer and Semester 3 Online offer is not available in 2023.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
ECL1100 Language Development and Early Literacy Learning [£]	1	1			1	1,3	Enrolment is not permitted in ECL1100 if EDX3270 has been previously completed.	Semester 1 Toowoomba and Springfield offer is not available in 2023.
ECM1100 Early Mathematical Thinking [£]	1	1			1	1,3	Enrolment is not permitted in ECM1100 if EDX3280 has been previously completed.	
ECF1100 Foundations of Early Childhood	1	1			1	1,2	Enrolment is not permitted in ECF1100 if EDC1400 has been previously completed.	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2200 First Nations Education	1	1,2			1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	Semester 2 Springfield and Toowoomba offer is not available in 2023.
ECH1200 Early Years Health and Active Play	1	2			1	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH. Enrolment is not permitted in ECH1200 if EDC1300 has been previously completed.	Semester 2 Springfield offer is not available in 2023.
EDE2010	1	2	1	1,2				10 day supervised Professional Experience. Semester 2 Springfield, Toowoomba and External offer is not available in 2023.
Or (from Semester 2, 2022):								
EDU1100 Introduction to Professional Experience	1	2	1	2			Pre-requisite: EDC1000 and Students must be enrolled in one of the following Programs: BEDU or BECH or BEED or BPED or BSED Co-requisite: EDC1001 Enrolment is not permitted in EDU1100 if EDE2010 or EDC1400 or ESP1200 has been previously completed	Replaces EDE2010 from Semester 2, 2022.
EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy	1	1	1	1,2			Pre-requisite: EDU1100 or EDE2010 and Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	15 day supervised Professional Experience. Semester 1 Springfield offer is not available in 2023.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
ECA2100 Early Childhood Creativity and the Arts	2	1			2	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or BEED or BEDU (Early Childhood) or BECH Enrolment is not permitted in ECA2100 if EDC2300 has been previously completed	Semester 1 Springfield and Toowoomba offer and Semester 2 Online offer is not available in 2023.
EDE2201 Contexts for Learning and Development	2	1			2	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2400 Educating Learners with Special Needs Across Contexts [£]	2	1,2			2	1,2,3		Successful completion of 8 courses is required before enrolment in EDC2400. Semester 2 Springfield, Toowoomba and Online offer is not available in 2023.
EDX1000 Early Reading Instruction [£]	2	1			2	1,3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BGEN. BECH or BEED only: Enrolment is not permitted if EDX1170 or EHE1100 has been previously completed. BPED only: Enrolment is not permitted if EHF1100 has been previously completed.	
ECF2200 Relating with Families					2	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECF2200 if EDO2104 has been previously completed	
ECP2200 Childhood Resilience and Wellbeing	2	2			2	1,2	Enrolment is not permitted in ECP2200 if EDE4010 has been previously completed	Semester 2 Springfield and Toowoomba offer is not available in 2023.
ECP3200 Early Scientific Thinking and Inquiry	2	2	2	1,2			Pre-requisite: EDE3103 and Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECP3200 if EDX3160 has been previously completed	15 day supervised Professional Experience. Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDE3009 Leadership and Professional Practices					3	1,2	Pre-requisite: Students must be enrolled in one of the fol	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							lowing Programs: BEED or BEDU (Early Childhood) or BECH	
ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy			3	1,2			Pre-requisite: ECP3200 and Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECF3100 if EDE2101 has been previously completed	15 day supervised Professional Experience
EHM1200 Mathematics in Early Primary £	3	2			3	1,2,3	Students must be enrolled in: BEDU(Early Child/Prim+SpecEd/SpecEd/HPE Primary/SHPE Prim) or BEED or BPED or BECH or UCTP Pre-req: BEDU(Early Child) or BEED Only - ECM1100 or EDX3280 Enrolment is not permitted if EDX1280 has been previously completed	Semester 1 Online offer not available in 2023. Semester 2 Toowoomba offer is not available in 2023.
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts £	3	1			3	1,2,3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTP or BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BGEN or BEED or BPED	Semester 2 Online offer is not available in 2023.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	3	1			3	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
Primary curriculum specialisation course	3	2			3	2		See Electives/Approved Courses
ECL3100 Intercultural Communication in Early Learning Contexts £	3	2			3	1,2,3	Enrolment is not permitted in ECL3100 if EDE4012 has been previously completed	Semester 2 Springfield and Online offer is not available in 2023.
ECL2200 English Curriculum and Pedagogy in Early Primary 2	3	2	3	1,2			Pre-requisite: ECF3100 and Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BECH or BEED Enrolment is not permitted in ECL2200 if	15 day supervised Professional Experience. Semester 2 Springfield and Toowoomba offer is not available in 2023.

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year.
Bachelor of Early Childhood (BECH) - BECh (2023)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							EDX2170 has been previously completed	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Bachelor of Education (BEDU) - BEd

QTAC code (Australian and New Zealand applicants): Toowoomba campus: 908182; External: 908185

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Bachelor of Education \(Early Childhood\) \(BEED\)](#) , [Bachelor of Education \(Primary\) \(BPED\)](#) , and [Bachelor of Education \(Secondary\) \(BSED\)](#) which will be offered from Semester 1, 2020.

	On-campus	External
Start:	No new admissions	No new admissions
Campus:	Toowoomba, Springfield	Springfield, Toowoomba
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	4 years full-time, 9 years part-time	

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Professional accreditation

Graduates from the BEd program will have met the requirements to apply for teacher registration with the [Queensland College of Teachers \(QCT\)](#).

Graduates from the BEd (Early Childhood) will have also met the requirements of the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#).

Program objectives

Upon successful completion of the Bachelor of Education program, students should be able to:

- (1) Know students and how they learn (possess a broad and coherent body of knowledge, with depth in the underlying principles and concepts)
- (2) Know the content and how to teach it (transmit knowledge, skills and ideas to others)
- (3) Plan for and implement effective teaching and learning (well-developed cognitive, technical and communication skills to select and apply methods and technologies to transmit knowledge, skills and ideas to others)
- (4) Create and maintain supportive and safe learning environments (apply knowledge and skills with initiative and judgement in planning, problem-solving and decision making in professional practice)
- (5) Assess, provide feedback and report on student learning (analyse, generate and transmit solutions to unpredictable and sometimes complex problems and transmit knowledge and ideas to others)
- (6) Engage in professional learning (through collaborative professional practice apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and as a pathway for further learning)

- (7) Engage professionally with colleagues, parents/carers, and the community (through professional integrity and ethical practice present a clear, coherent and independent exposition of knowledge and ideas in order to communicate knowledge, skills and ideas to others).

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- The specified minimum entry requirement as determined by Overall Position (OP), tertiary entrance rank or equivalent qualification.[^]

Academic:

- English (4, SA) or equivalent
- Mathematics A, B or C (4, SA) or equivalent
- Science (4, SA) or equivalent - (Early Childhood and Primary specialisations only)
- [English Language Proficiency](#) requirements for Category 5
- Compulsory prior study for selected Teaching Areas – (Secondary specialisation only).

Non-academic:

As a result of a national requirement, submission of a 1000-word personal statement that demonstrates [Australian Institute for Teaching and School Leadership \(AITSL\)](#) competencies. The personal statement must address two categories that show your understanding of and motivations for studying the program:

- Category 1: Interest in teaching children/young people;
- Category 2: Involvement in personal learning and leadership activities.

Information regarding the rationale surrounding this admission requirement, is available at [Ask UniSQ](#).

For information regarding the selection guidelines for Initial Teacher Education (ITE) programs, including what is expected of you in your 1000-word personal statement, please visit the [Queensland Tertiary Admissions Centre \(QTAC\)](#) website.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

[^] These are determined by the University for specific programs each Semester. The 2019 OP and tertiary entrance ranks are based on agreed QTAC schedules which assess formal study at Year 12 or [equivalent level](#), tertiary, preparatory, professional or vocational qualifications or work experience, as detailed in the QTAC Assessment of Qualifications Manual and QTAC Assessor Guidelines.

Special admissions may help you get into the program of your choice by increasing your Selection Rank. The additional points don't apply to all applicants or all programs. Please read the information about UniSQ's [Special Admissions](#) carefully to find out what you may be eligible for.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Bachelor of Education program is comprised of 32 units at undergraduate level (AQF Level 7). Within the program, the following three specialisations are available:

(1) Early Childhood

- 29 [Core courses](#); and
- three special interest courses ([Electives/Approved courses](#)).

(2) Primary

- 28 [Core courses](#);
- three special interest courses ([Electives/Approved courses](#)); and
- one professional development course ([Electives/Approved courses](#)).

Or Primary with Special Education Major:

- 32 [Core courses](#).

(3) Secondary*

- 18 [Core courses](#);
- seven [Major studies](#) courses (major teaching area);
- five [Minor studies](#) courses (minor teaching area); and
- two special interest courses ([Electives/Approved courses](#)).

Students can select one specialisation only.

Footnotes:

*Not all teaching areas within the Secondary specialisation are made available every year in on-campus mode at Toowoomba and Springfield campuses. Not all teaching areas within the Secondary specialisation are available entirely externally.

Program completion requirements

Within the 32 units required to complete this program, each specialisation has a strict [Professional experience](#) requirement as follows:

- (1) Early Childhood: 105 days supervised placement and 20 days unsupervised placement.
- (2) Primary: 95 days supervised placement and 20 days unsupervised placement.
- (3) Secondary: 80 days supervised placement and 20 days unsupervised placement.

Please refer to [Professional experience](#) for further information.

In addition to successfully completing all requirements for the program, students are required to pass the personal Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to graduate from the Bachelor of Education program. For useful information about the LANTITE please go to the [MyITE](#) site and click on Your LANTITE requirements explained. .

Required time limits

The standard duration for completion of this program is four years full-time or nine years part-time. Students have a maximum of nine years to complete this program.

Core courses

Early Childhood

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus
EHF1100	1, 2	1, 2	1, 2
ECL1100 Language Development and Early Literacy Learning [£]	1, 2, 3	1, 2	1, 2
ECM1100 Early Mathematical Thinking [£]	1, 2, 3	1, 2	1, 2
ECF1100 Foundations of Early Childhood	1, 2	1, 2	1, 2
EDC1100	1, 2	1, 2	1, 2
EDC2200 First Nations Education	1, 2	1, 2	1, 2
ECH1200 Early Years Health and Active Play	1, 2	1, 2	1, 2
EDE2010	1, 2	1, 2	1, 2
EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy	1, 2	1	1
ECA2100 Early Childhood Creativity and the Arts	1, 2	1	1
EDE2201 Contexts for Learning and Development	1, 2	1	1
EDC2400 Educating Learners with Special Needs Across Contexts [£]	1, 2, 3	1, 2	1, 2
EHE1100	1, 2, 3	1, 2	1, 2
ECF2200 Relating with Families	1, 2	2	2
ECP2200 Childhood Resilience and Wellbeing	1, 2	2	2
ECP3200 Early Scientific Thinking and Inquiry	1, 2	2	2
EDE3009 Leadership and Professional Practices	1, 2	1	1

ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy	1, 2	1	1
EHM1200 Mathematics in Early Primary [£]	1, 2, 3	1, 2	1, 2
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts [£]	1, 2	1, 2	1, 2
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	1, 2	1	1
ECL3100 Intercultural Communication in Early Learning Contexts [£]	1, 2	2	2
ECL2200 English Curriculum and Pedagogy in Early Primary 2	1, 2	2	2
ECP4100	1, 2	1	1
EDX2260 Teaching Science in Early Primary [£]	1, 2, 3	1	1
EHT4100 Digital Technologies Across the Curriculum [£]	1, 2, 3	1	1
EDX2190 Humanities and Social Sciences: Evoking Curiosity	1, 2	2	2
EDX1450 HPE Curriculum Studies 1	1, 2	1, 2	1, 2
EDC4000 Preparing for the Profession [£]	1, 2	2	2

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Primary

(and Primary with a major in Special Education)

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus
EPP1100	1, 2	1, 2	1, 2
EHF1100	1, 2	1, 2	1, 2
EHE1100	1, 2, 3	1, 2	1, 2

EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts [£]	1, 2	1, 2	1, 2
EDC1400	1, 2	1, 2	1, 2
EHM1200 Mathematics in Early Primary [£]	1, 2, 3	1, 2	1, 2
EDC1100	1, 2	1, 2	1, 2
EDX1450 HPE Curriculum Studies 1	1, 2	1, 2	1, 2
EDP2111 The Roles of the Teacher 1	1, 2	1	1
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	1, 2	1	1
EDX2260 Teaching Science in Early Primary	1, 2, 3	1	1
EDC2400 Educating Learners with Special Needs Across Contexts [£]	1, 2, 3	1, 2	1, 2
Select one of the following two courses (EDP2222 or SPE3005) depending on the specialisation/major being undertaken:			
EDP2222 The Roles of the Teacher 2 (for students undertaking Primary only) OR SPE3005 Managing Challenging Behaviours (for students undertaking the Special Education Major only)	1, 2	2	2
EDX2170 English Curriculum and Pedagogy in Middle Primary	1, 2	2	2
EDX2190 Humanities and Social Sciences: Evoking Curiosity	1, 2	2	2
EHI3005 Learning Intervention-Numeracy (for students undertaking the Special Education Major only)	2	2	2
EPP3100 Practising as a Professional Teacher 1	1	1	1

EDX3280 Mathematics in Middle and Upper Primary [£]	1, 2, 3	1	1
SPE3009 Learning Intervention - Reading and Writing (for students undertaking the Special Education Major only)	1	1	1
EDX3160 Teaching Science and Design Technology [£]	1, 2	1	1
Select one of the following two courses (EPP3200 or SPE3006) depending on the specialisation/major being undertaken:			
EPP3200 Practising as a Professional Teacher 2 (for students undertaking Primary only) OR SPE3006 Speech, Language & Communication Disorders (for students undertaking the Special Education Major only)	1, 2	2	2
EDC2200 First Nations Education	1, 2	1, 2	1, 2
Select one of the following two courses (EPA3200 or SPE3008) depending on the specialisation/major being undertaken:			
EPA3200 Arts Curriculum and Pedagogy 2: Integrating Arts in the Classroom (for students undertaking Primary only) OR SPE3008 Communication and Collaboration (for students undertaking the Special Education Major only)	1, 2	2	2
	2	2	2
Select one of the following two courses (EPF3100 or SPE3007) depending on the specialisation/major being undertaken:			
EPF3100 Teaching in Alternative Contexts [£] (for students undertaking Primary only) OR SPE3007 (for students undertaking the Special Education Major only)	1, 2	2	2
	2, 3		2

EDP4130 Technology Curriculum and Pedagogy	1, 2	1	1
EDX3270 English Curriculum and Pedagogy in Upper Primary	1, 2	1	1
EHT4100 Digital Technologies Across the Curriculum [£]	1, 2, 3	1	1
EPM4100 Mathematics in Context [£]	1, 2	1	1
EDC4000 Preparing for the Profession [£]	1, 2	2	2
EDP4200 The Reflective Practitioner [£]	1, 2	2	2
SPE3003 Teaching Learners with Moderate to High Support Needs (for students undertaking the Special Education Major only)	2	2	2
SPE3004 Social and Emotional Wellbeing in Primary Context (for the students undertaking the Special Education Major only)	2	2	2

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Secondary

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus
ESF1100	1, 2	1, 2	1, 2
ESD1100	1, 2	1, 2	1, 2
ESP1200	1, 2	1, 2	1, 2
EDS2401 Junior Secondary Curriculum and Pedagogy	1, 2	1	1
ESB2100 Positive Behaviour for Learning: Taking Responsibility	1, 2	1	1
EDC2300 Assessment Practices for Secondary [£]	1, 2	1	1
ESP2200 Senior Secondary Curriculum and Pedagogy [£]	1, 2	2	2

EDC2400 Educating Learners with Special Needs Across Contexts [£]	1, 2, 3	1, 2	1, 2
ESP3100 Social and Emotional Wellbeing in Contemporary Secondary School Context	1, 2	1	1
EDC1300 The Collaborative Educator	1, 2	2	2
ESN4200 Numeracy and Learning Analytics [£]	1, 2	2	2
EDS4401 Beginning Professional Practice	1, 2	1	1
ESI4100 Promoting Inclusive Practices [£]	1, 3	1	1
EST4100	1, 2	1	1
EDS4250 Literacies Across the Curriculum [£]	1, 2	1	1
EDC4000 Preparing for the Profession [£]	1, 2	2	2
EDC2200 First Nations Education	1, 2	1, 2	1, 2
EDX4150 Transitions in Post-Compulsory Education [£]	1, 2	2	2

Footnotes

[£] In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Major studies

Within the Secondary specialisation, students are required to select two teaching areas – one seven course major teaching area and one five course minor teaching area.

A major teaching area forms part of the Secondary specialisation and is to be defined as a UniSQ Major which is printed on a student's testamur as well as aligning with the relevant registering body's terminology.

When choosing teaching areas, please consider the professional experience requirements of the Secondary specialisation. Queensland students may also like to refer to the [Queensland Curriculum and Assessment Authority \(QCAA\)](#) website for guidance in choosing sought after teaching areas.

Students can only select one teaching area from within a Curriculum Domain as indicated. Before commencing study, students are required to have their teaching areas approved by the Program Coordinator for professional experience purposes. Once students become active in the program, they will be required to submit a [Form T - BEDU Secondary Teaching Areas](#). Students need to be aware of the compulsory and recommended prior study for each teaching area. Should the teaching area not be approved, the student will be advised accordingly and provided with advice on alternatives.

Curriculum Domain: Arts

Teaching Areas:

- Drama

- Film, Television and New Media
- Music
- Visual Art

Curriculum Domain: Business and Economics

Teaching Areas:

- Accounting
- Business Studies

Curriculum Domain: English

Teaching Area:

- English

Curriculum Domain: Health and Physical Education

Teaching Area:

- Health and Physical Education

Curriculum Domain: Humanities and Social Sciences

Teaching Areas:

- Geography
- History

Curriculum Domain: Mathematics

Teaching Area:

- Mathematics

Curriculum Domain: Sciences

Teaching Areas:

- Biology
- Chemistry
- Physics
- Science

Curriculum Domain: Technologies

Teaching Areas:

- Digital Technology
- Technology and Design

Accounting

Accounting as a teaching area fits within the domain of Business and Economics. Once employed, students would be expected to teach Years 11 and 12 Accounting, as well as Years 7 – 12 Business Studies.

Recommended prior study: Accounting in Years 11 and 12.

This teaching area provides a background in financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. Accounting information helps to evaluate performance and to report on the operation of an

organisation from both an internal and external perspective. Please refer to the [Accounting Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ACC1101	1	1	
ACC1105	1	2	Pre-requisite: ACC1101 Enrolment is not permitted in ACC1105 if ACC1102 and/or ACC3101 has been previously completed
ACC2102	2	1	Pre-requisite: ACC1105 Enrolment is not permitted in ACC2102 if ACC1102 has been previously completed
ACC2115	2	2	Pre-requisite: ACC1102 or ACC2102 or ACC2103
ACC3116 Accounting and Society	3	1	Pre-requisite: ACC2115
ACC3118	3	2	Pre-requisite: (ACC1102 or ACC2102) and ACC2115
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Biology

Biology as a teaching area fits within the domain of Sciences. Once employed, students would be expected to teach Years 11 and 12 Biology, as well as Years 7 – 12 Science.

Compulsory prior study: A Science in Years 11 and 12.

Biology is the study of the natural systems of the living world. There are two broad aspects to these natural systems. One is concerned with the study of the many different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal structure of organisms and the processes that maintain life. Please refer to the [Biology Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
BIO1101 Biology 1 ^	1	1	
BIO2219 Genetics	1	1	Pre-requisite: (BIO1100 or BIO1101 or BIO1204)
CHE1110 Chemistry 1 ^	2	1	

BIO2103 Biology 2 [^]	2	2	Pre-requisite: BIO1101
BIO3219 Biochemistry of Human Diseases	3	2	Pre-requisite: BIO2119
REN3301 Biodiversity and Conservation	3	2	Recommended Pre-requisite: REN1201
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

[^] Students enrolled externally will be required to attend a residential school and should contact the Faculty of Health, Engineering and Sciences.

Business Studies

Business Studies as a teaching area fits within the domain of Business and Economics. Once employed, students would be expected to teach Years 11 and 12 Business Communication and Technologies and Business Management, as well as Years 7 – 12 Business Studies.

Recommended prior study: Business Communication and Technologies (BCT) or Business Management (BM) or Accounting in Years 11 and 12.

This teaching area provides a background in financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. Accounting information helps to evaluate performance and to report on the operation of an organisation from both an internal and external perspective. Please refer to [Business Communication and Technologies \(BCT\) Syllabus](#) and the [Business Management Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MGT1001 Cultivating Talent	1	1	
CIS1000 Digital Disruption [£]	1	2	
MGT2001 Risk Mitigation, Work Health and Safety	2	1	
MGT2002 Perspectives of Organisation	2	2	
MGT3004 Creativity, Innovation and Entrepreneurship	2	2	
MGT3203 Project Management Processes	3	2	

EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000
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Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Chemistry

Chemistry as a teaching area fits within the domain of Sciences. Once employed, students would be expected to teach Years 11 and 12 Chemistry, as well as Years 7 – 12 Science.

Compulsory prior study: Chemistry in Years 11 and 12.

Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science. Please refer to the [Chemistry Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
CHE1110 Chemistry 1 ^	1	1	
CHE2120 Chemistry 2 ^	1	2	Pre-requisite: CHE1110
BIO2119 Biochemistry of Nutrition	2	1	Pre-requisite: CHE2120
SCI1901 Science Fundamentals	2	2	
SCI3302 Work-Integrated-Learning	3	1	Pre-requisite: completion of second year
BIO3219 Biochemistry of Human Diseases	3	2	Pre-requisite: BIO2119
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

^ Students enrolled externally will be required to attend a residential school and should contact the Faculty of Health, Engineering and Sciences.

Digital Technology

Digital Technology as a teaching area fits within the domain of Technologies. Once employed, students would be expected to teach Years 11 and 12 Information Technology Systems (ITS) and Information Processing Technology (IPT), as well as Years 7 – 12 ICT and Technology.

Recommended prior study: Information Technology Systems (ITS) or Information Processing and Technology (IPT) in Years 11 and 12.

Information Processing and Technology (IPT) is an area of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves a study of information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology. Please refer to the [Information Processing and Technology \(IPT\) Syllabus](#) for further information.

Information Technology Systems (ITS) is a practical discipline which prepares students to meet these rapid changes and to respond to emerging technologies and trends. It provides students with the knowledge and skills used in the systems supporting IT. These systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks. Please refer to the [Information Technology Systems \(ITS\) Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
CSC1401 Foundation Programming [£]	1	1	
CIS1000 Digital Disruption [£]	1	2	
CIS2002	2	1	
CIS3003	3	1	
CIS2003	2	2	Pre-requisite: CSC1401
CIS3001	3	1	Pre-requisite: CIS2003
EDS4406	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Drama

Drama as a teaching area fits within the domain of the Arts. Once employed, students would be expected to teach Years 7 – 12 Drama.

Compulsory prior study: Drama in Years 11 and 12.

Drama provide a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of forming, presenting, and responding. The study of drama actively promotes participation in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to pre-service teachers knowing and understanding themselves and the world.

Please be aware that some courses offered in the Arts have an audition component and or on-campus participation. Please check all of these aspects with the Faculty of Business, Education, Law and Arts before selecting this teaching area.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
THE1001	1	1	
THE1002	1		Recommended that THE1001 be completed prior to THE1002.
THE2003	2	1	
THE2022	2	1	This course is only offered on-campus at Toowoomba. Recommended that THE1001 and THE1002 be completed prior to THE2022.
BCA3000	3	1	This course should be completed in the student's last year in the program.
BCA3001	3	2	This course should be completed in the student's last year in the program.
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

English

English as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 7 – 12 English. In some schools students may also be required to teach Year 12 English Extension (Literature); Years 11 and 12 Literacy; English for ESL Learners; Functional English and English Communication.

Students will engage with a wide variety of literary, mass media and everyday texts in addition to conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate their ability to think, use language, and make meaning. Please refer to the [English Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ENL1000 Introduction to Literature [£]	1	1	
ENL1001	1	2	
Select one of the following two courses (ENL2004 or ENL2005):			
ENL2004 OR ENL2005 Shakespeare and Early Modern Literature	2	2	:
Select one of the following two courses (ENL2006 or ENL2007):			

ENL2006 Literature for Young Adults OR ENL2007 Speculative Fictions/Science Fiction	2	1	
Select one of the following two courses (ENL3004 or ENL3008):			
ENL3004 The Literary Canon: How to Read Great Books OR ENL3008 Screening Literature: Texts in Adaptation	2	2	Pre-requisite for ENL3004: ENL1000 or ENL1001
ENL3000 Modernism	3	1	Pre-requisite: ENL1000
EDS4410 Secondary English Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024.
S2 offer at Springfield is not available in 2022

Film, Television and New Media

Film, Television and New Media as a teaching area fits within the domain of the Arts. Once employed, students would be expected to teach Years 7 – 10 Media, as well as Years 11 and 12 Film, Television and New Media and Creative Arts.

Compulsory prior study: Film, Television and New Media in Years 11 and 12.

Film, Television and New Media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. They are fundamental to our self-expression and representation as individuals and as communities. Please refer to the [Film, Television and New Media Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
FTR1004	1	2	
FTR1005	1	2	
FTR2006	2	1	Pre-requisite: FTR1005 and FTR1007
FTR2001	2	2	Pre-requisite: FTR2006
FTR3002 Story and Style	3	1	
FTR3000	3	1	

EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000
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Geography

Geography as a teaching area fits within the domain of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 12 Geography and Humanities and Social Sciences (HASS).

Recommended prior study: Geography in Years 11 and 12.

Geography contributes to the content, cognitive processes, skills and values that it can promote to help to explore, understand and evaluate the social and environmental dimensions of the world. Geography evokes feelings for environments and people in environments covering themes such as managing the natural environment, people and development, social environments, and resources and environment. Please refer to the [Geography Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
REN1201 Environmental Studies	1	1	
REN3302 Sustainable Resource Use	1	2	Recommended Pre-requisite: REN1201
CLI1110 Weather and Climate	2	1	
ENV2201 Land Studies	2	1	
CLI2201 Climate Change and Variability	2	2	
URP3201 Sustainable Urban Design and Development	2	2	
EDS4408 Secondary Humanities Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Health and Physical Education (HPE)

Health and Physical Education as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 7 – 10 Health and Physical Education (HPE) and Years 11 and 12 Physical Education; Health Education and Recreation.

Recommended prior study: Health and Physical Education in Years P - 10.

Health and Physical Education focuses on Health and Physical Education curriculum and pedagogy, the sociocultural underpinnings of sport and physical activity; the study of personal, social and community health and wellbeing from a socio-ecological perspective and the scientific bases of human movement including, anatomy and physiology, biomechanics, kinesiology and sports psychology; skill acquisition and development. Please refer to the [Health and Physical Education senior curriculum area](#) for further information. These are the Year 11 and 12 syllabuses for Physical Education; Health Education and Recreation. You can also refer to the Australian Curriculum Health and Physical Education P – 10 available on the Australian Curriculum or QCAA websites sites.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
EDH1450 HPE Discipline Studies 1	1	2	Pre-requisite: Students must be enrolled in one of the following programs: BEDU or BECH
EDH2151 Practical Studies in Movement	1	1	
EDH2253 Scientific Bases of Movement 1	1	2	
EDH2152 Health and Wellbeing[£]	2	1	Pre-requisite: BEDU (Primary) only — EDP2111
EDH3258	2	2	Pre-requisite: BEDU (Primary) only — EDP2111
EDH3154 HPE Discipline Studies 2	3	1	
EDH3257 HPE Curriculum Studies 3	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — EDX1450 and ESP2200 Co-requisite: Only — EDM5000

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

History

History as a teaching area fits within the domain of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 10 History or Humanities and Social Sciences (HASS) and Years 11 and 12 Ancient and Modern History.

Recommended prior study: Ancient or Modern History in Years 11 and 12.

The study of History is an integral part of the Social Sciences, and provides the knowledge necessary to understand the social, cultural, political and economic activities and institutions of society and their relationship with the natural environment from a historical perspective. Please refer to the [Ancient History Syllabus](#) and the [Modern History Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
HIS1000 World History to 1500 CE [£]	1	1	
HIS1001	1	2	
Select one of the following two courses (HIS2000 or HIS2001):			
HIS2000 Contemporary Australia [*] OR HIS2001 Sovereignty, Equality and Racism in Australia's Past [^]	2	1	Pre-requisite: One unit of History or HIS1000 or HIS1001
HIS2103	2	2	
HIS3005 Europe: History of an Idea [*]	3	1	Pre-requisite: Any first year History course
Select one of the following two courses (HIS3002 or HIS3006):			
HIS3002 Total War: World War II and the Twentieth Century [*] OR HIS3006 Modern Asian History [^]	3	2	Pre-requisite: Any two courses of History or International Relations
EDS4404 Secondary History Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

* This course is offered in even-numbered years only.

^ This course is offered in odd-numbered years only.

Mathematics

Mathematics as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 7 – 12 Mathematics, including Mathematics A, B and C as well as Functional Mathematics; Pre-vocational Mathematics and Numeracy short courses.

Compulsory prior study: Mathematics B in Years 11 and 12.

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built. Please refer to the [Mathematics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MAT1100 Foundation Mathematics	1	2	Pre-requisite: Current skills at the level of Queensland Senior Secondary School Studies Mathematics B or equivalent. This course is equivalent to MAT1500. Students cannot enrol in MAT1100 if they have successfully completed MAT1500.
MAT1102 Algebra and Calculus I	2	1	This course is equivalent to MAT1502 and substantially equivalent to ENM1600 . Students cannot enrol in MAT1102 if they have successfully completed or are currently enrolled in MAT1502 or ENM1600 . It is recommended that MAT1100 is studied prior to enrolling in MAT1102 .
MAC2901 Mathematics for Teachers	2	2	Enrolment is not permitted in MAC2901 if MAC1901 has been previously completed.
STA2300	2	2	STA3100 cannot be taken in conjunction with STA2300 Data Analysis.
MAT2100 Algebra and Calculus II	2	2	Pre-requisite: MAT1102 or MAT1502 or ENM1600
Select one of the following two courses (MAT3105 or MAT3103)			
MAT3105 Harmony of Partial Differential Equations OR MAT3103 Mathematical Modelling and Dynamical Systems	3	1, 2	Pre-requisite: MAT2100 or MAT2500 or ENM2600
EDS4402 Secondary Mathematics Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Music

Music as a teaching area fits within the domain of the Arts. Once employed, students would be expected to teach Years 7 – 12 Music and Years 11 and 12 Creative Arts and Music Extension.

Compulsory prior study: Music and/or Creative Arts in Years 11 and 12.

Music is an important part of cultural life. It makes a significant contribution to personal, social and cultural identities, it offers a unique form of self-expression and communication, and it assists beginning educators to understand people of different cultures. Fundamental to the study of music is the development of creativity and expressiveness, which goes hand in hand with fostering self-discipline, concentration, listening skills and fine-motor skills. Please refer to the [Music Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MUI1007	1	1	
MUI1000	1	2	Pre-requisite: MUI1007
MUI2002 Popular Songwriting	2	1	
MUI2008	2	2	Pre-requisite: MUI1000
MUI3011	3	2	Pre-requisite: MUI2008
MUI3012 Musical Contexts: Critical Perspectives	3	2	
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Physics

Physics as a teaching area fits within the domain of Sciences. Once employed, students would be expected to teach Years 11 and 12 Physics, as well as Years 7 – 12 Science.

Compulsory prior study: Mathematics B and Physics in Years 11 and 12.

Physics is the fundamental science in that its principles are used to varying extents in other science disciplines. The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. It is more mathematical than other sciences and so beginning educators of Physics can expect to use concepts from mathematics subjects. Please refer to the [Physics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
PHY1104 Physics 1	1	1	
PHY1911 Physics 2	1	2	

PHY2204 Astronomical Techniques	2	1	Recommended that students have undertaken PHY1104 or PHY1911 prior to PHY2204 .
PHY2206 Medical Physics	2	2	
PHY3303 Modern Physics	3	1	
PHY3304 Photonics	3	2	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Science

Science as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 7 – 12 Science.

Compulsory prior study: A Science in Years 11 and 12.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues. Please refer to the [Junior Science Syllabus](#) or other senior syllabus for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
REN1201 Environmental Studies	1	1	
SCI1901 Science Fundamentals	1	2	
REN3301 Biodiversity and Conservation	1	2	Recommended students complete REN1201 prior to REN3301
PHY2206 Medical Physics	2	2	
CLI2201 Climate Change and Variability	2	2	
REN3302 Sustainable Resource Use	2	2	Recommended students complete REN1201 prior to REN3302

EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000
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Technology and Design

Technology and Design as a teaching area fits within the domain of Technologies. Once employed, students would be expected to teach Years 7 – 10 Industrial Technology and Years 11 and 12 Engineering Technology.

Compulsory prior study: Information Technology Design, Graphics, Engineering or other certificate course in this area OR a trade qualification

Technology has been developed through working and building with materials and tools and has been an integral part of society for as long as humans have had the desire to improve their quality of life. This Teaching Area encourages knowledge and application of available resources, systems and practices through inquiry, design and problem-solving methodologies. Please refer to the [Technology Studies Syllabus](#) for further information.

Components of this teaching area require workshop experience sessions that will be conducted in a number of different settings. These sessions will be supervised by experienced Manual Arts teachers. Available locations will be advertised within course materials with locations being primarily within the Toowoomba and Springfield regions. Students taking this option will have to travel independently to these locations..

Application to this teaching area is required. Applications must identify that the pre-service teacher meets the compulsory study requirements as listed above but also have a school within 50 kilometres willing to take them on for four years in relation to workshop skills courses and professional experience. Professional experience will work with technology design teachers to coordinate this prior to acceptance into this teaching area.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ITD1100 ITD Guidelines and Practices	1	2	
ITD1210 Material Technologies 1 (Wood and Plastic)	1	2	
ITD2210 Engineering	2	1	
ITD2220 Material Technologies 2 (Metals)	2	2	
ITD3110 Emerging Technologies	3	1	
ITD3120 Design and Visual Communication	3	2	
ITD3200 ITD Curriculum and Pedagogy	3	2	

Visual Art

Visual Art as a teaching area fits within the domain of the Arts. Once employed, students would be expected to teach Years 7 – 10 Visual Art and Years 11 and 12 Creative Arts.

Compulsory prior study: Visual Art in Years 11 and 12.

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing and resolving. Please refer to the [Visual Art Syllabus](#) for further information.

Please be aware that some courses offered in the Arts have an audition component and on-campus participation. The Contemporary Arts Practice courses 1-5 must be taken at the Toowoomba campus. Each of these courses has a Studio Practice component which can only be taken at the Toowoomba campus and which must be taken by Secondary Visual Art students. Separate application, interview and folio is required for Visual Art. Please contact the School of Creative Arts, email usq.support@usq.edu.au or telephone +61 7 46 311 079 or complete the [Creative Arts Audition/Interview Registration Form](#).

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
VSA1001	1	2	
VSA1002	1	1	
VSA2002	2	1	Pre-requisite: VSA1001 and VSA1002
VSA2003	2	2	Pre-requisite: VSA1001 and VSA2002
VSA3004	3	1	Pre-requisite: VSA2002 and VSA2003
VSA3005	3	2	Pre-requisite: VSA2003 and VSA3004
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Minor Studies

Within the Secondary specialisation, students are required to select two teaching areas – one seven course major teaching area and one five course minor teaching area.

A minor teaching area is to be defined as a UniSQ Minor and is not printed on a student's testamur as well as aligning with the relevant registering body's terminology.

When choosing teaching areas, please consider the professional experience requirements of the Secondary specialisation. Queensland students may also like to refer to the [Queensland Curriculum and Assessment Authority \(QCAA\)](#) website for guidance in choosing sought after teaching areas.

Students can only select one teaching area from within a Curriculum Domain as indicated. Before commencing study, students are required to have their teaching areas approved by the Program Coordinator for professional experience purposes. Once students become active in the program, they will be required to submit a [Form T – BEDU Secondary Teaching Areas](#). Students need to be aware of the compulsory and recommended prior

study for each teaching area. Should the teaching area not be approved, the student will be advised accordingly and provided with advice on alternatives.

Curriculum Domain: Arts

Teaching Areas:

- Drama
- Film, Television and New Media
- Music
- Visual Art

Curriculum Domain: Business and Economics

Teaching Areas:

- Accounting
- Business Studies
- Economics
- Legal Studies

Curriculum Domain: Early Childhood Studies

Teaching Area:

- Early Childhood Studies

Curriculum Domain: English

Teaching Area:

- English

Curriculum Domain: Health and Physical Education

Teaching Area:

- Health and Physical Education

Curriculum Domain: Humanities and Social Sciences

Teaching Areas:

- Aboriginal and Torres Strait Islander Studies
- Geography
- History
- Religion and Ethics

Curriculum Domain: Mathematics

Teaching Area:

- Mathematics

Curriculum Domain: Sciences

Teaching Areas:

- Biology
- Chemistry
- Physics
- Science

Curriculum Domain: Technologies

Teaching Areas:

- Digital Technology
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Curriculum Domain: Other Specialist Area

Teaching Area:

- Special Education

Aboriginal and Torres Strait Islander Studies

Aboriginal and Torres Strait Islander Studies as a teaching area fits within the domain of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Aboriginal and Torres Strait Islander Studies, as well as Years 7 – 10 Humanities and Social Sciences (HASS).

Aboriginal and Torres Strait Islander Studies provides opportunities to examine important events from various points of view to ensure that all perspectives are represented. By understanding that there are various ways of viewing the world, it will help to identify and address prejudice and racism. Please refer to the [Aboriginal and Torres Strait Islander Studies Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment requirements
ISE1000 Introduction to Aboriginal and Torres Strait Islander Australia	1	1, 2	
EDS4408 Secondary Humanities Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000
Choose three of the below courses:			
ISE1001 Indigenous Literatures	2	1	
ISE2000	1	2	Pre-requisite: ISE1000
ISE2002	3	1	Pre-requisite: ISE1000
ISE3000 Language, Culture Country and Community	3	1	Pre-requisite: ISE1000
ISE3001 Perspectives on Knowledge	2	2	Pre-requisite: ISE1000

Accounting

Accounting as a teaching area fits within the domain of Business and Economics. Once employed, students would be expected to teach Years 11 and 12 Accounting, as well as Years 7 – 12 Business Studies.

Recommended prior study: Accounting in Years 11 and 12.

This teaching area provides a background in financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. Accounting information helps to evaluate performance and to report on the operation of an organisation from both an internal and external perspective. Please refer to the [Accounting Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ACC1101	1	1	
ACC1105	1	2	Pre-requisite: ACC1101
ACC2102	2	1	Pre-requisite: ACC1105
ACC2115	2	2	Pre-requisite: ACC1102 or ACC2102 or ACC2103
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Biology

Biology as a teaching area fits within the domain of Sciences. Once employed, students would be expected to teach Years 11 and 12 Biology, as well as Years 7 – 12 Science.

Compulsory prior study: A Science in Years 11 and 12.

Biology is the study of the natural systems of the living world. There are two broad aspects to these natural systems. One is concerned with the study of the many different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal structure of organisms and the processes that maintain life. Please refer to the [Biology Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
BIO1101 Biology 1 ^	1	1	
BIO2219 Genetics	1	2	Pre-requisite: BIO1100 or BIO1101 or BIO1204
CHE1110 Chemistry 1 ^	2	1	
BIO2103 Biology 2 ^	2	2	Pre-requisite: BIO1101
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

[^] Students enrolled externally will be required to attend a residential school and should contact the Faculty of Health, Engineering and Sciences.

Business Studies

Business Studies as a teaching area fits within the domain of Business and Economics. Once employed, students would be expected to teach Years 11 and 12 Business Communication and Technologies and Business Management, as well as Years 7 – 12 Business Studies.

Recommended prior study: Business Communication and Technologies (BCT) or Business Management (BM) or Accounting in Years 11 and 12.

This teaching area provides a background in financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. Accounting information helps to evaluate performance and to report on the operation of an organisation from both an internal and external perspective. Please refer to [Business Communication and Technologies \(BCT\) Syllabus](#) and the [Business Management Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MGT1001 Cultivating Talent	1	1	
CIS1000 Digital Disruption [£]	1	2	
MGT2001 Risk Mitigation, Work Health and Safety	2	1	
MGT2002 Perspectives of Organisation	2	2	
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

[£] In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Chemistry

Chemistry as a teaching area fits within the domain of Sciences. Once employed, students would be expected to teach Years 11 and 12 Chemistry, as well as Years 7 – 12 Science.

Compulsory prior study: Chemistry in Years 11 and 12.

Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science. Please refer to the [Chemistry Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
CHE1110 Chemistry 1 [^]	1	1	

CHE2120 Chemistry 2 ^	1	2	Pre-requisite: CHE1110
BIO2119 Biochemistry of Nutrition	2	1	Pre-requisite: CHE2120
SCI1901 Science Fundamentals	2	2	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

^ Students enrolled externally will be required to attend a residential school and should contact the Faculty of Health, Engineering and Sciences.

Digital Technology

Digital Technology as a teaching area fits within the domain of Technologies. Once employed, students would be expected to teach Years 11 and 12 Information Technology Systems (ITS) and Information Processing Technology (IPT), as well as Years 7 – 12 ICT and Technology.

Recommended prior study: Information Technology Systems (ITS) or Information Processing and Technology (IPT) in Years 11 and 12.

Information Processing and Technology (IPT) is an area of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves a study of information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology. Please refer to the [Information Processing and Technology \(IPT\) Syllabus](#) for further information.

Information Technology Systems (ITS) is a practical discipline which prepares students to meet these rapid changes and to respond to emerging technologies and trends. It provides students with the knowledge and skills used in the systems supporting IT. These systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks. Please refer to the [Information Technology Systems \(ITS\) Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
CSC1401 Foundation Programming £	1	1	
CIS1000 Digital Disruption £	1	2	
CIS2002	2	1	
CSC2407	2	2	Pre-requisite: CSC1401

EDS4406	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000
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Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Drama

Drama as a teaching area fits within the domain of the Arts. Once employed, students would be expected to teach Years 7 – 12 Drama.

Compulsory prior study: Drama in Years 11 and 12.

Drama provide a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of forming, presenting, and responding. The study of drama actively promotes participation in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to pre-service teachers knowing and understanding themselves and the world.

Please be aware some courses offered in the Arts have an audition component and or on-campus participation requirement. Please check all of these aspects with the Faculty of Business, Education, Law and Arts before selecting this teaching area.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
THE1001	1	1	
THE1002	1		Recommended that THE1001 be completed prior to THE1002.
THE2003	2	1	
THE2007 Shakespearean Theatre: Then and Now	2	2	Alternates with THE2008 Recommended that THE1001 and THE1002 be completed prior to THE2007.
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Early Childhood Studies

Early Childhood Studies as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 11 and 12 Early Childhood Studies.

Compulsory prior study: A Certificate I, II or III in Child Care.

The primary focus of the Early Childhood Studies (VET only) field of study and industry is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community. Throughout the course, pre-service teachers are encouraged to develop knowledge and understanding including development and learning from ecological, sociocultural and contemporary perspectives, children's rights, the value of play, concepts of childhood, the critical role of early childhood educator, the importance of families, positive behaviour strategies, involvement and participation of all learners, work place health and safety, early childhood pedagogies, principles, practices and expectations, and legislation and ethical issues. Please refer to the [Early Childhood Studies Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
EDE2201 Contexts for Learning and Development	3	1	
ECL3100 Intercultural Communication in Early Learning Contexts [£]	1	1	Enrolment is not permitted in ECL3100 if EDE4012 has been previously completed.
ECM1100 Early Mathematical Thinking [£]	2	1	
ECF1100 Foundations of Early Childhood	2	1	
ECP2200 Childhood Resilience and Wellbeing	3	2	Enrolment is not permitted in ECP2200 if EDE4010 has been previously completed.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Economics

Economics as a teaching area fits within the domain of Business and Economics. Once employed, students would be expected to teach Years 11 and 12 Economics, as well as Years 7 – 10 Humanities and Social Sciences (HASS).

Recommended prior study: Economics in Years 11 and 12.

The study of Economics enables decision-making based on contemporary economic theory. Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with “the economic problem: of alternative uses of their limited resources. Please refer to the [Economics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ECO1000	1	1, 2, 3	
ECO2000 The Macro-economy and Business	1	2	
ECO2001	2	1	
ECO3030 Sustainable Economies	2	2	

EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000
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English

English as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 7 – 12 English. In some schools students may also be required to teach Year 12 English Extension (Literature); Years 11 and 12 Literacy; English for ESL Learners; Functional English and English Communication.

Students will engage with a wide variety of literary, mass media and everyday texts in addition to conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate their ability to think, use language, and make meaning. Please refer to the [English Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ENL1000 Introduction to Literature [£]	1	1	
ENL1001	1	2	
Select one of the following two courses (ENL2006 or ENL2007):			
ENL2006 Literature for Young Adults OR ENL2007 Speculative Fictions/Science Fiction	2	1	Pre-requisite: ENL1000 or ENL1001
Select one of the following two courses (ENL2004 or ENL2005):			
ENL2004 OR ENL2005 Shakespeare and Early Modern Literature	2	2	Pre-requisite: ENL1000 or ENL1001
EDS4410 Secondary English Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Film, Television and New Media

Film, Television and New Media as a teaching area fits within the domain of the Arts. Once employed, students would be expected to teach Years 7 – 10 Media, as well as Years 11 and 12 Film, Television and New Media and Creative Arts.

Compulsory prior study: Film, Television and New Media in Years 11 and 12.

Film, Television and New Media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. They are fundamental to our self-expression and representation as individuals and as communities. Please refer to the [Film, Television and New Media Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
FTR1004	1	2	
FTR1005	1	2	
FTR2006	2	1	Pre-requisite: FTR1005 and FTR1007
FTR2001	2	2	Pre-requisite: FTR2006
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Geography

Geography as a teaching area fits within the domain of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 12 Geography and Humanities and Social Sciences (HASS).

Recommended prior study: Geography in Years 11 and 12.

Geography contributes to the content, cognitive processes, skills and values that it can promote to help to explore, understand and evaluate the social and environmental dimensions of the world. Geography evokes feelings for environments and people in environments covering themes such as managing the natural environment, people and development, social environments, and resources and environment. Please refer to the [Geography Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
REN1201 Environmental Studies	1	1	
REN3302 Sustainable Resource Use	1	2	Recommended Pre-requisite: REN1201
CLI1110 Weather and Climate	2	1	
ENV2201 Land Studies	2	1	
EDS4408 Secondary Humanities Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Health and Physical Education (HPE)

Health and Physical Education as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 7 – 10 Health and Physical Education (HPE) and Years 11 and 12 Physical Education; Health Education and Recreation.

Recommended prior study: Health and Physical Education in Years P – 10.

Health and Physical Education focuses on Health and Physical Education curriculum and pedagogy, the sociocultural underpinnings of sport and physical activity; the study of personal, social and community health and wellbeing from a socio-ecological perspective and the scientific bases of human movement including, anatomy and physiology, biomechanics, kinesiology and sports psychology; skill acquisition and development. Please refer to the [Health and Physical Education senior curriculum area](#) for further information. These are the year 11 and 12 syllabuses for Physical Education; Health Education and Recreation. You can also refer to the Australian Curriculum Health and Physical Education P – 10 available on the Australian Curriculum or QCAA websites sites.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
EDH1450 HPE Discipline Studies 1	1	2	Pre-requisite: Students must be enrolled in the following Programs: BEDU or BECH
EDH2151 Practical Studies in Movement	1	1	
EDH2152 Health and Wellbeing[£]	2	1	
EDH2253 Scientific Bases of Movement 1	1	2	
EDH3257 HPE Curriculum Studies 3	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — EDX1450 and ESP2200 Co-requisite: Only — EDM5000

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

History

History as a teaching area fits within the domain of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 10 History or Humanities and Social Sciences (HASS) and Years 11 and 12 Ancient and Modern History.

Recommended prior study: Ancient or Modern History in Years 11 and 12.

The study of History is an integral part of the Social Sciences, and provides the knowledge necessary to understand the social, cultural, political and economic activities and institutions of society and their relationship with the natural environment from a historical perspective. Please refer to the [Ancient History Syllabus](#) and the [Modern History Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
HIS1000 World History to 1500 CE [£]	1	1	
HIS1001	1	2	
Select one of the following two courses (HIS2000 or HIS2001):			
HIS2000 Contemporary Australia [*] OR HIS2001 Sovereignty, Equality and Racism in Australia's Past [^]	2	1	Pre-requisite: One unit of History or HIS1000 or HIS1001
HIS2103	2	2	
EDS4404 Secondary History Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

* This course is offered in even-numbered years only.

^ This course is offered in odd-numbered years only.

Legal Studies

Legal Studies as a teaching area fits within the domain of Business and Economics. Once employed, students would be expected to teach Years 11 and 12 Legal Studies.

Recommended prior study: Legal Studies in Years 11 and 12.

Responsible citizens should develop a basic understanding of the operation of our legal system in order to understand the interplay of 'law in society'. Legal Studies provides basic legal knowledge and awareness of the range of regulatory laws (rules) and the procedures for empowering all stakeholders to contribute to, and participate in, responsible citizenship. Please refer to the [Legal Studies Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
LAW1111 Australian Legal System	1	1, 2	
LAW1113	1	1	Co-requisite: LAW1111
LAW3421 Family Law	2	1	Pre-requisite: LAW1111
LAW3471 Criminology	3	1	

EDS4405 Secondary Business Curriculum and Pedagogy	2	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000
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Mathematics

Mathematics as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 7 – 12 Mathematics, including Mathematics A, B and C as well as Functional Mathematics; Pre-vocational Mathematics and Numeracy short courses.

Compulsory prior study: Mathematics B in Years 11 and 12.

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built. Please refer to the [Mathematics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MAT1100 Foundation Mathematics	1	2	Pre-requisite: Current skills at the level of Queensland Senior Secondary School Studies Mathematics B or equivalent. This course is equivalent to MAT1500. Students cannot enrol in MAT1100 if they have successfully completed MAT1500.
MAT1102 Algebra and Calculus I	2	1	This course is equivalent to MAT1502 and substantially equivalent to ENM1600 . Students cannot enrol in MAT1102 if they have successfully completed or are currently enrolled in MAT1502 or ENM1600 . It is recommended that MAT1100 is studied prior to enrolling in MAT1102 .
STA2300	2	2	STA3100 cannot be taken in conjunction with STA2300 Data Analysis.

MAT2100 Algebra and Calculus II	2	2	Pre-requisite: MAT1102 or MAT1502 or ENM1600
EDS4402 Secondary Mathematics Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Music

Music as a teaching area fits within the domain of the Arts. Once employed, students would be expected to teach Years 7 – 12 Music and Years 11 and 12 Creative Arts and Music Extension.

Compulsory prior study: Music and/or Creative Arts in Years 11 and 12.

Music is an important part of cultural life. It makes a significant contribution to personal, social and cultural identities, it offers a unique form of self-expression and communication, and it assists beginning educators to understand people of different cultures. Fundamental to the study of music is the development of creativity and expressiveness, which goes hand in hand with fostering self-discipline, concentration, listening skills and fine-motor skills. Please refer to the [Music Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MUI1007	1	1	
MUI1000	1	2	Pre-requisite: MUI1007
MUI2002 Popular Songwriting	2	1	
MUI2008	2	2	Pre-requisite: MUI1000
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Physics

Physics as a teaching area fits within the domain of Sciences. Once employed, students would be expected to teach Years 11 and 12 Physics, as well as Years 7 – 12 Science.

Compulsory prior study: Mathematics B and Physics in Years 11 and 12.

Physics is the fundamental science in that its principles are used to varying extents in other science disciplines. The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. It is more mathematical than other sciences and so beginning educators of Physics can expect to use concepts from mathematics subjects. Please refer to the [Physics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
PHY1104 Physics 1	1	1	
PHY1911 Physics 2	1	2	
PHY2204 Astronomical Techniques	2	1	Recommended that students have undertaken PHY1104 or PHY1911 prior to PHY2204 .
PHY2206 Medical Physics	2	2	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Religion and Ethics

Religion and Ethics as a teaching area fits within the domain of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 10 Religion and Ethics, and Years 11 and 12 Study of Religion (SOR).

Recommended prior study: Study of Religion in Years 11 and 12.

Please note that study for this teaching area is completed cross-institutionally with the Australian Catholic University (ACU). Please be aware that other universities sometimes have other requirements such as residential schools so please check carefully before choosing this teaching area. Please also check last days to enrol into cross-institutional study for each semester with the other institution.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
THBS501 Biblical Studies			Studied cross-institutionally with Australian Catholic University - Residential School
EDRE515 RE Historical and Contemporary Perspectives			Studied cross-institutionally with Australian Catholic University - Residential School
EDRE529 Teaching the Catholic Tradition			Studied cross-institutionally with Australian Catholic University - Residential School

THCT500 Foundations of Christian Faith			Studied cross-institutionally with Australian Catholic University - Residential School
THSR500 Introducing Religions of the World			Studied cross-institutionally with Australian Catholic University - Residential School
EDRE516 RE Curriculum			Studied cross-institutionally with Australian Catholic University - Residential School

Science

Science as a teaching area fits within its own domain. Once employed, students would be expected to teach Years 7 – 12 Science.

Compulsory prior study: A Science in Years 11 and 12.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understanding and skills to make informed decisions about local, national and global issues. Please refer to the [Junior Science Syllabus](#) or other senior syllabus for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
REN1201 Environmental Studies	1	1	
SCI1901 Science Fundamentals	1	2	
REN3301 Biodiversity and Conservation	1	2	Recommended students complete REN1201 prior to REN3301
PHY2206 Medical Physics	2	2	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Special Education

Special Education as a teaching area is not a curriculum area and therefore sits within the domain of Other Specialist Area. Once employed, students would be expected to teach or provide support to special needs students in Years 7 – 12.

Special Education qualifies you to teach in special education units within secondary schools as well as being qualified to provide learning and behaviour support in that setting. Additionally, a minor in special education in combination with your major curriculum area, will enable you to effectively cater for the special learning needs of diverse students in your classroom.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
SPE3009 Learning Intervention - Reading and Writing	1	1	
ESI3002 Challenging Behaviour: A Functional Approach in Secondary Context	1	2	
SPE3008 Communication and Collaboration	2	2	
ESI3006	3	2	
SPE3007	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) BEDU (Primary/Special Ed) and BEDU (Special Ed) students to have completed EDC2400 Pre-requisite: BEDU Only — ESP2200 Co-requisite: (Secondary) Only — EDM5000

Visual Art

Visual Art as a teaching area fits within the domain of the Arts. Once employed, students would be expected to teach Years 7 – 10 Visual Art and Years 11 and 12 Creative Arts.

Compulsory prior study: Visual Art in Years 11 and 12.

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing and resolving. Please refer to the [Visual Art Syllabus](#) for further information.

Please be aware that some courses offered in the Arts have an audition component and on-campus participation. The Contemporary Arts Practice courses 1-5 must be taken at the Toowoomba campus. Each of these courses has a Studio Practice component which can only be taken at the Toowoomba campus and which must be taken by Secondary Visual Art students. Separate application, interview and folio is required for Visual Art. Please contact the School of Creative Arts, email usq.support@usq.edu.au or telephone +61 7 46 311 079 or complete the [Creative Arts Audition/Interview Registration Form](#).

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
VSA1001	1	2	
VSA1002	1	1	

VSA2002	2	1	Pre-requisite: VSA1001 and VSA1002
VSA2003	2	2	Pre-requisite: VSA1001 and VSA2002
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or (Secondary) Pre-requisite: BEDU Only — ESP2200 Co-requisite: Only — EDM5000

Electives/Approved courses

As detailed in the Program structure section of this Handbook, students are required to select a Special Interest Area from the appropriate table below.

Early Childhood

Early Childhood students must select a three course Special Interest Area from the choices of English or Mathematics.

Special Interest Area/Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus
English			
EPE2201	2	2	2
EDO3472 Children's Literature	1		
EPE4200	2		
Mathematics			
EPM2200	2	2	2
EPM3200 Teaching Mathematics to Children with Diverse Needs	1		
EPM4200	2		

Primary

Primary students must select a three course Special Interest Area from the choices of English; Health and Physical Education (HPE); Languages; Mathematics or Science. An additional Professional Development course is to be selected from a different Special Interest Area to make up the program requirements.

Special Interest Area/Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus
English			
EPE2201	2	2	2
EDO3472 Children's Literature	1		
EPE4200	2		

Health and Physical Education (HPE)			
EDH2151 Practical Studies in Movement	1	1	1
EDH2152 Health and Wellbeing [£]	1, 2, 3	1, 2	1, 2
EDH3258	2	2	2
Languages			
EPL2200	2	2	2
EPL3200 Experiencing Language Learning	1		
EPL4200	2		
Mathematics			
EPM2200	2	2	2
EPM3200 Teaching Mathematics to Children with Diverse Needs	1		
EPM4200	2		
Science			
EPS2200	2	2	2
EPS3200 Teaching Chemistry and Earth Science	1		1
EPS4200	2		

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Secondary

Secondary students must select a two course Special Interest Area from the choices of Health and Physical Education (HPE); Special Education or Vocational Education and Training (VET).

Special Interest Area/Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus
Health and Physical Education (HPE)			
Select two of the following four courses (EDH3150, EDH3155, EDH3256 or EDH4259):			
EDH3150	3	1	1
OR EDH3155 Scientific Bases of Movement 2	1	1	1
OR			
EDH3256 Sports Administration, Coaching and Officiating OR EDH4259	2	2	2
Special Education Combination			

SPE3009 Learning Intervention - Reading and Writing	1	1	1
ESI3002 Challenging Behaviour: A Functional Approach in Secondary Context	2	2	2
Vocational Education and Training (VET)			
EDV3500 Competency Based Training and Assessment	2		
EDV3551 Vocational and Workplace Literacies	1		

Professional experience

Within the 32 units required to complete this program, each specialisation has a strict Professional Experience requirement as follows:

- (1) Early Childhood: 105 days supervised placement (with settings to include 15 days in a Birth-2 setting, 25 days in a 2-4 years Early Childhood Education setting, and 65 days in a Primary school setting[^]) and 20 days unsupervised placement.
- (2) Primary: 95 days supervised placement and 20 days unsupervised placement.
- (3) Secondary: 80 days supervised placement and 20 days unsupervised placement.

[^] Students are required to undertake Professional Experience in accordance with the number of days and placement settings as indicated in the program accredited by the Queensland College of Teachers (QCT) and the Australian Children's Education and Care Quality Authority (ACECQA).

Students can undertake a maximum of one course with a professional experience component in the one semester.

Of the required supervised professional experience, all students, domestic and international, must complete a minimum of 50% of the supervised placement in Australian Primary and/or Secondary school settings.

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing their Professional Experience.

For further information regarding Professional Experience and education placements, please visit the [UniSQ website](#).

IT requirements

For information technology requirements, please refer to the [minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing placement their [Professional experience](#).

Related programs

The structure for the 24 unit [Bachelor of Early Childhood](#) degree comprises the first 24 units of the Early Childhood specialisation.

Exit points

This program contains provision for three generic exit awards, as follows:

- Bachelor of General Education Studies (BGES) - available at the completion of 24 approved courses; 12 of which must be education courses;
- Associate Degree in Education Studies (DAES) - available at the completion of 16 approved courses; 8 of which must be education courses; and
- Diploma of Education Studies (DPES) - available at the completion of 8 education courses.

Credit

Candidates eligible for admission into this program may be eligible for up to 24 units of credit on the basis of successful completion of relevant, equivalent undergraduate level study completed at a recognised university or institution.

Credit approved in this program or a specific specialisation will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please visit our [website](#).

Early Childhood

Before enrolling, BEDU students who began their programs prior to 2018 should review their enrolment pattern by using the relevant program transition links in the [My Initial Teacher Education \(MyITE\) site](#).

Students are strongly encouraged to follow the recommended enrolment pattern for their specialisation. This is particularly important in respect to Professional Experience. Delaying Professional Experience may delay program completion by up to four (4) years.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EHF1100	1	1,2			1	1,2		
ECL1100 Language Development and Early Literacy Learning [£]	1	1,2			1	1,2,3	Enrolment is not permitted in ECL1100 if EDX3270 has been previously completed.	
ECM1100 Early Mathematical Thinking [£]	1	1,2			1	1,2,3	Enrolment is not permitted in ECM1100 if EDX3280 has been previously completed.	
ECF1100 Foundations of Early Childhood	1	1,2			1	1,2	Enrolment is not permitted in ECF1100 if EDC1400 has been previously completed.	
EDC1100	1	1,2			1	1,2		
EDC2200 First Nations Education	1	1,2			1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	
ECH1200 Early Years Health and Active Play	1	1,2			1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							BECH. Enrolment is not permitted in ECH1200 if EDC1300 has been previously completed.	
EDE2010	1	1,2	1	1,2				10 day supervised Professional Experience
EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy	2	1	2	1,2			Pre-requisite: EDU1100 or EDE2010 and Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	15 day supervised Professional Experience
ECA2100 Early Childhood Creativity and the Arts	2	1			2	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or BEED or BEDU (Early Childhood) or BECH Enrolment is not permitted in ECA2100 if EDC2300 has been previously completed	
EDE2201 Contexts for Learning and Development	2	1			2	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	
EDC2400 Educating Learners with Special Needs Across Contexts [£]	2	1,2			2	1,2,3		Successful completion of 8 courses is required before enrolment in EDC2400
EHE1100	2	1,2			2	1,2,3		
ECF2200 Relating with Families	2	2			2	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECF2200 if EDO2104 has been previously completed	
ECP2200 Childhood Resilience and Wellbeing	2	2			2	1,2	Enrolment is not permitted in ECP2200 if EDE4010 has been previously completed	
ECP3200 Early Scientific Thinking and Inquiry	2	2	2	1,2			Pre-requisite: EDE3103 and Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECP3200 if EDX3160 has been previously completed	20 day supervised Professional Experience

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDE3009 Leadership and Professional Practices	3	1	3	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	15 day supervised Professional Experience
ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy	3	1			3	1,2	Pre-requisite: ECP3200 and Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECF3100 if EDE2101 has been previously completed	
EHM1200 Mathematics in Early Primary £	3	1,2			3	1,2,3	Students must be enrolled in: BEDU(Early Child/Prim+SpecEd/SpecEd/HPE Primary/SHPE Prim) or BEED or BPED or BECH or UCTP Pre-req: BEDU(Early Child) or BEED Only - ECM1100 or EDX3280 Enrolment is not permitted if EDX1280 has been previously completed	
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts £	3	1,2			3	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTP or BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BGEN or BEED or BPED	
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	3	1			3	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
Special Interest Area course								See Electives/Approved Courses
ECL3100 Intercultural Communication in Early Learning Contexts £	3	2			3	1,2	Enrolment is not permitted in ECL3100 if EDE4012 has been previously completed	
ECL2200 English Curriculum and Pedagogy in Early Primary 2	3	2	3	1,2			Pre-requisite: ECF3100 and Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BECH or BEED Enrolment is not permitted in ECL2200 if EDX2170 has been previously completed	20 day supervised Professional Experience

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
ECP4100	4	1	4	1,2				25 day supervised Professional Experience
EDX2260 Teaching Science in Early Primary [£]	4	1			4	1,2,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
EHT4100 Digital Technologies Across the Curriculum [£]	4	1			4	1,2,3	Students must be enrolled in: BEDU (EarlyChild,Primary, Primary+SpecialEduc, SpecialEduc,HPEPrimary, SHPEPrimary,Secondary) or BEED or BPED or BSED or BDIT BEDU(EarlyChild) or BEED only - Enrolment is not permitted if EDC3100 has been previously completed	
Special Interest Area course								See Electives/Approved Courses section
EDX2190 Humanities and Social Sciences: Evoking Curiosity	4	2			4	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
EDX1450 HPE Curriculum Studies 1	4	1,2			4	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEDU (HPE Secondary) or BEED or BPED	
Special Interest Area course								See Electives/Approved Courses section
EDC4000 Preparing for the Profession [£]	4	2	4	1,2			Pre-requisite: ECL2200 or EPP3200 or EPP3100 or ESP2200 or ESP3100 and Students must be in their final year of study enrolled in one of the following Programs:	20 day unsupervised Professional Experience

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							BEDU or BEED or BPED or BSED	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Primary

Before enrolling, BEDU students who began their programs prior to 2018 should review their enrolment pattern by using the relevant program transition links in the [My Initial Teacher Education \(MyITE\) site](#).

Students are strongly encouraged to follow the recommended enrolment pattern for their specialisation. This is particularly important in respect to Professional Experience. Delaying Professional Experience may delay program completion by up to four (4) years.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EPP1100	1	1,2	1	1,2				10 day supervised Professional Experience
EHF1100	1	1,2			1	1,2		
EHE1100	1	1,2			1	1,2,3		
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts £	1	1,2			1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTP or BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BGEN or BEED or BPED	
EDC1400	1	1,2	1	1,2				10 day supervised Professional Experience
EHM1200 Mathematics in Early Primary £	1	1,2			1	1,2,3	Students must be enrolled in: BEDU(Early ChildPrimPrim+SpecEdSpecEd/HPE Primary/SHPE Prim) or BEED or BPED or BECH or UCTP Pre-req: BEDU(Early Child) or BEED Only - ECM1100 or EDX3280 Enrolment is not permitted if EDX1280 has been previously completed	
EDC1100	1	1,2			1	1,2		
EDX1450 HPE Curriculum Studies 1	1	1,2			1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Special	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEDU (HPE Secondary) or BEED or BPED	
EDP2111 The Roles of the Teacher 1	2	1	2	1,2			Pre-requisite: EDC1400 or EDU1100 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED Co-requisite: EDC2100	10 day supervised Professional Experience
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	2	1			2	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDX2260 Teaching Science in Early Primary [£]	2	1			2	1,2,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
EDC2400 Educating Learners with Special Needs Across Contexts [£]	2	1,2			2	1,2,3		Successful completion of 8 courses is required before enrolment in EDC2400
Select one of the following two courses (EDP2222 or SPE3005) depending on the specialisation/major being undertaken:								
EDP2222 The Roles of the Teacher 2	2	2	2	1,2			Pre-requisite: EDP2111 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BPED	15 day supervised Professional Experience (for students undertaking Primary only)
OR								
SPE3005 Managing Challenging Behaviours	2	2	2	1,2				15 day supervised Professional Experience (for students undertaking the Special

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
								Education Major only)
EDX2170 English Curriculum and Pedagogy in Middle Primary	2	2			2	1,2	Pre-requisite: EDX1170 or EHE1100 or EDX1270 and Students must be enrolled in one the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	
EDX2190 Humanities and Social Sciences: Evoking Curiosity	2	2			2	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
Select one of the following two courses (Special Interest Area course or EHI3005) depending on the specialisation/major being undertaken:								
Special Interest Area course *								See Electives/Approved Courses section
OR								
EHI3005 Learning Intervention-Numeracy	2	2			2	2		For students undertaking the Special Education Major only
EPP3100 Practising as a Professional Teacher 1 **	3	1	3	1			Pre-req: EDP2111 and (EDP2222 or SPE3001 or EDH2254 or SPE3005) and Students must be enrolled in: BEDU (Primary or Primary+SpecialEd or SpecialEd or HPE Primary or SHPE Primary or BPED Enrolment is not permitted if EDC3100 has been previously completed	15 day supervised Professional Experience
EDX3280 Mathematics in Middle and Upper Primary £	3	1			3	1,2,3	Pre-requisite: EDX1280 or EHM1200 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Select one of the following two courses (Special Interest Area course or SPE3009) depending on the specialisation/major being undertaken:								
Special Interest Area course *								See Electives/Approved Courses section
OR								
SPE3009 Learning Intervention - Reading and Writing	3	1			3	1	Pre-requisite: BEDU (Primary + Special Education) and BEDU (Special Education) and BPED students to complete EDC2400 prior to enrolment.	For students undertaking the Special Education Major only
EDX3160 Teaching Science and Design Technology £	3	1			3	1,2	Pre-requisite: EDX2260 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	
Select one of the following two courses (EPP3200 or SPE3006) depending on the specialisation/major being undertaken :								
EPP3200 Practising as a Professional Teacher 2	3	2	3	1,2			Pre-requisite: EDP2111 and (EDP2222 or SPE3001 or EDH2254 or SPE3005) and Students must be enrolled in: BEDU (Primary) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED Enrolment is not permitted in EPP3200 if EDP3333 has been previously completed	15 day supervised Professional Experience (for students undertaking Primary only)
OR								
SPE3006 Speech, Language & Communication Disorders	3	2	3	1,2				15 day supervised Professional Experience (for students undertaking the Special Education Major only)
EDC2200 First Nations Education	3	1,2			3	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Select one of the following two courses (EPA3200 or SPE3008) depending on the specialisation/major being undertaken:								
EPA3200 Arts Curriculum and Pedagogy 2: Integrating Arts in the Classroom	3	2			3	1,2	Pre-requisite: EDX1250 and Students must be enrolled in the following Program: BEDU (Primary) or BPED	For students undertaking Primary only
OR								
SPE3008 Communication and Collaboration	3	2			3	2	Pre-requisite: BEDU(Primary+SpecialEduc) and BEDU(SpecialEduc) and BPED to complete EDC2400 and (EHI3005 or SPE3002) prior to enrolment. Pre-requisite: BEDU(Secondary+SpecialEduc) and BSED to complete EDC2400 and ESP1200 prior to enrolment.	For students undertaking the Special Education Major only
Select one of the following two courses (EPF3100 or SPE3007) depending on the specialisation/major being undertaken :								
EPF3100 Teaching in Alternative Contexts [£]	3	2			3	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Primary) or BPED Enrolment is not permitted in EPF3100 if EDC2300 has been previously completed	For students undertaking Primary only
OR								
SPE3007	3	2			3	2,3		For students undertaking the Special Education Major only
EDP4130 Technology Curriculum and Pedagogy	4	1	4	1,2				20 day supervised Professional Experience
EDX3270 English Curriculum and Pedagogy in Upper Primary	4	1			4	1,2	Pre-req: EDX2170 and Students must be enrolled in: BEDU(Primary) or BEDU(Primary+SpecEd) or BEDU(SpecEd) or BEDU(HPE Primary) or BEDU(SHPE Primary) or BPED BEDU(SpecEd) Only - Enrolment is not permitted in EDX3270 if EDC2300 has been previously completed	
EHT4100 Digital Technologies Across the Curriculum [£]	4	1			4	1,2,3	Students must be enrolled in: BEDU (EarlyChild,Primary, Primary+SpecialEduc,SpecialEduc,HPEPrimary, SHPEPrimary,Secondary) or BEED or BPED or BSED or BDIT BEDU(EarlyChild) or	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							BEED only - Enrolment is not permitted if EDC3100 has been previously completed	
EPM4100 Mathematics in Context £	4	1			4	1,2	Pre-requisite: EDX3280 and Students must be enrolled in one of the following Programs: BEDU(Primary) or BEDU(Primary + Special Ed) or BEDU(Special Ed) or BPED Enrolment is not permitted in EPM4100 if EDP4140 or SPE3001 has been previously completed	
EDC4000 Preparing for the Profession £	4	2	4	1,2			Pre-requisite: ECL2200 or EPP3200 or EPP3100 or ESP2200 or ESP3100 and Students must be in their final year of study enrolled in one of the following Programs: BEDU or BEED or BPED or BSED	20 day unsupervised Professional Experience
EDP4200 The Reflective Practitioner £	4	2			4	1,2	Pre-requisite: Students must be enrolled in: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED Enrolment is not permitted in EDP4200 if EDC1200 has been previously completed	
Select one of the following two courses (Special Interest Area course or SPE3003) depending on the specialisation/major being undertaken :								
Special Interest Area course *								See Electives/Approved Courses section
OR								
SPE3003 Teaching Learners with Moderate to High Support Needs	4	2			4	2	Pre-requisite: BEDU(Primary+SpecialEduc) and BEDU(SpecialEduc) and BPED to complete EDC2400 and (EHI3005 or SPE3002) prior to enrolment. Pre-requisite: BEDU(Secondary+SpecialEduc) and BSED to complete EDC2400 and ESP1200 prior to enrolment.	For students undertaking the Special Education Major only
Select one of the following two courses (Professional Development course or SPE3004) depending on the specialisation/major being undertaken:								
Professional Development course								See Electives/Approved Courses section

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
OR								
SPE3004 Social and Emotional Wellbeing in Primary Context	4	2			4	2		For students undertaking the Special Education Major only

Footnotes

- £ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024
- * It is highly recommended students complete the first 12 courses listed in the recommended enrolment pattern in order to have experience with an initial course from each Special Interest Area available, prior to selection of a Special Interest Area.
- ** The Professional Experience placement for EPP3100 occurs in the first 3 weeks of the school year (that is, when students return to school in January). Students are required to enrol for EPP3100 Practising as a Professional Teacher 1 by the end of Semester 2 of the year previous to which they intend to undertake the course. Please refer to the EPP3100 Course Specifications for details

Secondary

Before enrolling, BEDU students who began their programs prior to 2018 should review their enrolment pattern by using the relevant program transition links in the [My Initial Teacher Education \(MyITE\) site](#).

Students are strongly encouraged to follow the recommended enrolment pattern for their specialisation. This is particularly important in respect to Professional Experience. Delaying Professional Experience may delay program completion by up to four (4) years.

For further information and guidance on Teaching Area Courses, please refer to [Major studies](#) and [Minor studies](#).

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
ESF1100	1	1,2			1	1,2		
ESD1100	1	1,2			1	1,2		
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Minor)								See Minor Studies section
ESP1200	1	1,2	1	1,2				10 day supervised Professional Experience
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Minor)								See Minor Studies section

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDS2401 Junior Secondary Curriculum and Pedagogy	2	1	2	1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Programs: BEDU or BSED Co-requisite: ESB2100	15 day supervised Professional Experience
ESB2100 Positive Behaviour for Learning: Taking Responsibility	2	1			2	1,2	Pre-requisite: Students must be enrolled in the following: UCTS or BEDU or BSED or MOLT (Secondary) Pre-requisite: BEDU and BSED Only - EDU1100 or ESP1200 or EDC1400 Co-requisite: BEDU (Secondary) and BSED Only - EDS2401	
Teaching Area Course (Major)								See Major Studies section
EDC2300 Assessment Practices for Secondary [£]	2	1			2	1,2	Pre-requisite: ESP1200 or EDC1400 or EDU1100 and Students must be enrolled in one of the following Programs: BEDU or BSED	
ESP2200 Senior Secondary Curriculum and Pedagogy [£]	2	2	2	1,2			Pre-requisite: ESP3100 and Students must be enrolled in one of the following Program: BEDU or BSED Enrolment is not permitted in ESP2200 if EDS3450 has been previously completed	15 day supervised Professional Experience
EDC2400 Educating Learners with Special Needs Across Contexts [£]	2	1,2			2	1,2,3		Successful completion of 8 courses is required before enrolment in EDC2400
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Minor)								See Minor Studies section
ESP3100 Social and Emotional Wellbeing in Contemporary Secondary School Context	3	1	3	1,2			Pre-requisite: EDS2401 and Students must be enrolled in one of the following Programs: BEDU or BSED	15 day supervised Professional Experience
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Minor)								See Minor Studies section

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Special Interest Area Course								See Electives/Approved Courses section
EDC1300 The Collaborative Educator	3	2			3	1,2	Pre-requisite: ESP3100 and Students must be enrolled in one of the following Programs: BEDU or BSED	
ESN4200 Numeracy and Learning Analytics £	3	2			3	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or BSED Enrolment is not permitted in ESN4200 if EDS2402 has been previously completed	
Curriculum and Pedagogy course (for Major Teaching Area)								See Major Studies section
Curriculum and Pedagogy course (for Minor Teaching Area)								See Minor Studies section
EDS4401 Beginning Professional Practice	4	1	4	1,2				25 day supervised Professional Experience
ESI4100 Promoting Inclusive Practices £	4	1			4	1, 3	Pre-requisite: ESP2200 or EDS2402 Enrolment is not permitted in ESI4100 if EDX3250 has been previously completed	
EST4100	4	1			4	1,2		
EDS4250 Literacies Across the Curriculum £	4	1			4	1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	
EDC4000 Preparing for the Profession £	4	2	4	1,2			Pre-requisite: ECL2200 or EPP3200 or EPP3100 or ESP2200 or ESP3100 and Students must be in their final year of study enrolled in one of the following Programs: BEDU or BEED or BPED or BSED	20 day unsupervised Professional Experience
EDC2200 First Nations Education	4	1,2			4	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	
Special Interest Area course/Extended HPE Major								See Electives/Approved Courses section

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year.
(DISCONTINUED) Bachelor of Education (BEDU) - BEd (2023)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDX4150 Transitions in Post-Compulsory Education [£]	4	2			4	1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSSED	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Bachelor of Education (Early Childhood) (BEED) - BEd

QTAC code (Australian and New Zealand applicants): Toowoomba campus: 908181; External: 908185;
Springfield campus: 928181

CRICOS code (International applicants): 0100825

Programs at UniSQ are regularly reviewed to ensure they remain professionally-relevant, in order to enhance the graduate outcomes of our students. This program is currently being re-accredited and is as a consequence likely to undergo some changes. Full details will be available when it is approved. If you have any questions, please [contact us](#) directly.

	On-campus	External
Start:	Semester 1 (February) Semester 2 (July)	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Campus:	Springfield, Toowoomba	-
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	4 years full-time, 9 years part-time	

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Professional accreditation

Graduates from this program will have met the requirements to apply for teacher registration with the [Queensland College of Teachers \(QCT\)](#) and will have also met the requirements of the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#).

Program objectives

Upon successful completion of the Bachelor of Education program, students should be able to:

- (1) Know students and how they learn (possess a broad and coherent body of knowledge, with depth in the underlying principles and concepts)
- (2) Know the content and how to teach it (transmit knowledge, skills and ideas to others)
- (3) Plan for and implement effective teaching and learning (well-developed cognitive, technical and communication skills to select and apply methods and technologies to transmit knowledge, skills and ideas to others)

- (4) Create and maintain supportive and safe learning environments (apply knowledge and skills with initiative and judgement in planning, problem-solving and decision making in professional practice)
- (5) Assess, provide feedback and report on student learning (analyse, generate and transmit solutions to unpredictable and sometimes complex problems and transmit knowledge and ideas to others)
- (6) Engage in professional learning (through collaborative professional practice apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and as a pathway for further learning)
- (7) Engage professionally with colleagues, parents/carers, and the community (through professional integrity and ethical practice present a clear, coherent and independent exposition of knowledge and ideas in order to communicate knowledge, skills and ideas to others).

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 07. Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Program Information Set

View UniSQ's admission criteria, student profiles and a summary of all offers made under [Course Admission Information Set](#) via the QTAC website.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Have achieved a minimum Australian Tertiary Admission Rank (ATAR) of **62**, or equivalent qualification.[^]

Academic:

- English (Units 3 & 4, C), or equivalent
- One of General Mathematics, Mathematical Methods, Specialist Mathematics (Units 3 & 4, C), or equivalent
- Science subject (Units 3 & 4, C), or equivalent.
- [English Language Proficiency](#) requirements for Category 5. All students are required to satisfy the applicable [English language requirements](#).

Non-academic entry criteria

- Completion of the non-academic entry requirements to demonstrate the applicant's motivation to teach and suitability for the teaching profession. Details are available from the [QTAC initial teacher education](#) webpage.
- If an applicant has achieved a 'satisfactory' result for one or more components of the [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) at another institution, the 'satisfactory' result can be carried across with this admission application.
- Students must be available for a prescribed period of time to undertake the majority of the supervised Professional Experience placements in an Australian school setting, or at another approved site as required by the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)). Students in other Australian states or in overseas

contexts need to ensure they have complied with the equivalent requirements and have registered the details with the [UniSQ Education Placement Office](#).

- ^ These are determined by the University for specific programs each Semester. The 2023 ATAR and tertiary entrance ranks are based on agreed QTAC schedules which assess formal study at Year 12 or [equivalent level](#), tertiary, preparatory, professional or vocational qualifications or work experience, as detailed in the QTAC Assessment of Qualifications Manual and QTAC Assessor Guidelines.

Adjustment factors may help you get into the program of your choice by increasing your entrance rank. The additional points don't apply to all applicants or all programs. Please read the information about UniSQ's [Adjustment Factors](#) carefully to find out what you may be eligible for.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Bachelor of Education Early Childhood program is comprised of 32 units at undergraduate level (AQF Level 7) structured as follows:

- 31 core courses; and
- One Primary curriculum specialisation course.

Program completion requirements

Within the 32 units required to complete this program, there are strict requirements for professional experience, with the majority of placement days in Australian school or education settings. These requirements are for at least 95 days supervised placement within various settings to include 15 days in a Birth-2 year setting, 25 days in a 2-4 years Early Childhood education setting and 55 days in a Primary school setting.

Please refer to the 'Professional experience' section of this program entry for further information.

Literacy and Numeracy Test for Initial Teacher Education

In addition to successfully completing all requirements for the program, students are required to pass the personal Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to graduate from the

Bachelor of Education Early Childhood program. The LANTITE assesses initial teacher education students' literacy and numeracy skills. For important information about the LANTITE and how this applies to you in your program of study, please go to the LANTITE FAQ at [Ask UniSQ](#). You can register for the LANTITE test through the [Australian Council for Educational Research \(ACER\)](#) website.

Required time limits

The standard duration for completion of this program is four years full-time or nine years part-time. Students have a maximum of nine years to complete this program.

Core courses

Early Childhood

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus	Note:
EDC1000 Introduction to the Profession	1, 2	1	1	
EDC1001 Understanding Learner Development	1, 2, 3	1, 2	1, 2	Semester 2 Springfield and Toowoomba offer and Semester 3 Online offer is not available in 2023.
ECL1100 Language Development and Early Literacy Learning [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer not available in 2023.
ECM1100 Early Mathematical Thinking [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer not available in 2023.
ECF1100 Foundations of Early Childhood	1, 2	1	1	Semester 1 Springfield and Toowoomba offer not available in 2023.
EDC2200 First Nations Education	1, 2	1, 2	1, 2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
ECH1200 Early Years Health and Active Play	2		2	Semester 2 Springfield offer is not available in 2023.
EDE2010 Or (from Semester 2, 2022): EDU1100 Introduction to Professional Experience	1, 2	2	2	EDU1100 replaces EDE2010 from Semester 2, 2022.

EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy	1, 2		1	Semester 1 Springfield offer is not available in 2023.
ECA2100 Early Childhood Creativity and the Arts	1, 2	1	1	Semester 1 Springfield and Toowoomba offer and Semester 2 Online offer is not available in 2023.
EDE2201 Contexts for Learning and Development	1, 2	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2400 Educating Learners with Special Needs Across Contexts [£]	1, 2, 3	1, 2	1, 2	Semester 2 Springfield, Toowoomba and Online offer is not available in 2023.
EDX1000 Early Reading Instruction [£]	1, 3	1	1	
ECF2200 Relating with Families	2			
ECP2200 Childhood Resilience and Wellbeing	1, 2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
ECP3200 Early Scientific Thinking and Inquiry	1, 2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDE3009 Leadership and Professional Practices	1, 2			
ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy	1, 2			
EHM1200 Mathematics in Early Primary [£]	1, 2, 3	2	2	Semester 1 Online offer not available in 2023. Semester 2 Toowoomba offer is not available in 2023.

EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts [£]	1, 2, 3	1	1	Semester 2 Online offer is not available in 2023.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	1, 2	1	1	
ECL3100 Intercultural Communication in Early Learning Contexts [£]	1, 2, 3		2	Semester 2 Springfield and Online offer is not available in 2023.
ECL2200 English Curriculum and Pedagogy in Early Primary 2	1, 2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDU4100 Evidence for Teacher Impact	1, 2	1	1	
EDX2260 Teaching Science in Early Primary [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EHT4100 Digital Technologies Across the Curriculum [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EPS3000 Advanced Primary Specialisation	1	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDX2190 Humanities and Social Sciences: Evoking Curiosity	1, 2	2	2	
EDX1450 HPE Curriculum Studies 1	1, 2	2	2	
EDX4350 Welfare and Wellbeing in Education	2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDC4000 Preparing for the Profession [£]	1, 2, 3	2	2	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Electives/Approved Courses

As detailed in the Program Structure section of this entry, students must select one Primary curriculum specialisation course from the in the table below:

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus
Primary curriculum specialisation courses:			
EPS2002 Making and Responding Through the Arts	2		
EPS2004 Movement and Health	2		
EPS2005 Linking Through Languages	2		
EPS2006 Investigating in Science	2		
EPS2007 Children's Literature and Language	2		
EPS2008 Developing Mathematical Knowledge for Innovative Teaching	2		
EPS2009 Integrating the Humanities and Social Sciences Across the Curriculum	2		

Professional experience

Within the 32 units required to complete this program, there are strict professional experience requirements, with the majority of placement days in Australia school and early childhood settings. These requirements are broken down to 95 days supervised placement within various settings to include 15 days in a Birth-2 setting, 25 days in a 2-4 years Early Childhood Education setting and 55 days in a Primary school setting, from Prep - Year 3. In the final supervised placement, in a Prep - Year 3 setting, students will observe a minimum of one lesson in Upper Primary (Year 4 - Year 6).

Students are required to undertake Professional Experience in accordance with the number of days and placement settings as indicated in the program accredited by the Queensland College of Teachers (QCT) and the Australian Children's Education and Care Quality Authority (ACECQA).

Students can undertake a maximum of one course with a professional experience component in the one semester.

Of the required supervised professional experience, all students, domestic and international, must complete a minimum of 50% of the supervised placement in Australian Primary and/or Secondary school settings.

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing their Professional Experience.

For further information please visit the [Professional Experience and education placements](#) website.

IT requirements

For information technology requirements, please refer to the [minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing placement their professional experience.

Related programs

Embedded within this program, there is a 24 unit [Bachelor of Early Childhood](#) degree. The structure for the 24 unit Bachelor of Early Childhood degree is comprised of the first 24 units of this program, including at least 80 days supervised professional experience.

Exit points

This program contains provision for four generic exit awards, as follows:

- Bachelor of Early Childhood (BECH) – available at the completion of 24 approved courses, including at least 80 days supervised professional experience.
- Bachelor of General Education Studies (BGES) - available at the completion of 24 approved courses; 12 of which must be education courses;
- Associate Degree in Education Studies (DAES) - available at the completion of 16 approved courses; 8 of which must be education courses; and
- Diploma of Education Studies (DPES) - available at the completion of 8 education courses.

Credit

Candidates eligible for admission into this program may be eligible for up to 24 units of credit on the basis of successful completion of relevant, equivalent undergraduate level study completed at a recognised university or institution.

Credit approved in this program or a specific specialisation will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please visit our [website](#).

Recommended enrolment pattern

Students are strongly encouraged to follow the recommended enrolment pattern for their specialisation. This is particularly important in respect to Professional Experience. Delaying Professional Experience may delay program completion by up to four (4) years.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC1000 Introduction to the Profession	1	1,2			1	1,2	Must be enrolled in: BECH/BEED/BPED/BSED/BGEN/UCTE/UCTP/UCTS/UC CF BECH/BEED: Enrolment not permitted if EHF1100 has been completed BPED: Enrolment not permitted if EP P1100 has been completed	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							BSED: Enrolment not permitted if ESF1100 has been completed	
EDC1001 Understanding Learner Development	1	1, 2			1	1, 2, 3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BSED or BGEN. BECH/BEED/BPED only: Enrolment is not permitted if EDC1100 has previously been completed. BSED only: Enrolment is not permitted if ESD1100 has previously been completed.	Semester 2 Springfield and Toowoomba offer and Semester 3 Online offer is not available in 2023.
ECL1100 Language Development and Early Literacy Learning [£]	1	1			1	1,3	Enrolment is not permitted in ECL1100 if EDX3270 has been previously completed.	Semester 1 Springfield and Toowoomba offer not available in 2023.
ECM1100 Early Mathematical Thinking [£]	1	1			1	1,3	Enrolment is not permitted in ECM1100 if EDX3280 has been previously completed.	
ECF1100 Foundations of Early Childhood	1	1			1	1,2	Enrolment is not permitted in ECF1100 if EDC1400 has been previously completed.	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2200 First Nations Education	1	1,2			1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	Semester 2 Springfield and Toowoomba offer is not available in 2023.
ECH1200 Early Years Health and Active Play	1	2			1	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH. Enrolment is not permitted in ECH1200 if EDC1300 has been previously completed.	Semester 2 Springfield offer is not available in 2023.
EDE2010	1	2	1	1,2				10 day supervised Professional Experience. Semester 2 Springfield, Toowoomba and External offer is not available in 2023.
Or (from Semester 2, 2022):								
EDU1100 Introduction to Professional Experience	1	2	1	2			Pre-requisite: EDC1000 and Students must be enrolled in one of the following Programs: BEDU or BECH or BEED or BPED or BSED Co-requi	Replaces EDE2010 from Semester 2, 2022.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							site: EDC1001 Enrolment is not permitted in EDU1100 if EDE2010 or EDC1400 or ES P1200 has been previously completed	
EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy	2	1	1	1, 2			Pre-requisite: EDU1100 or EDE2010 and Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	15 day supervised Professional Experience. Semester 1 Springfield offer is not available in 2023.
ECA2100 Early Childhood Creativity and the Arts	2	1			2	1, 2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or BEED or BEDU (Early Childhood) or BECH Enrolment is not permitted in ECA2100 if EDC2300 has been previously completed	Semester 1 Springfield and Toowoomba offer and Semester 2 Online offer is not available in 2023.
EDE2201 Contexts for Learning and Development	2	1			2	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2400 Educating Learners with Special Needs Across Contexts [£]	2	1,2			2	1,2,3		Successful completion of 8 courses is required before enrolment in EDC2400. Semester 2 Springfield, Toowoomba and Online offer is not available in 2023.
EDX1000 Early Reading Instruction [£]	2	1			2	1,3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BGEN. BECH or BEED only: Enrolment is not permitted if EDX1170 or EHE1100 has been previously completed. BPED only: Enrolment is not permitted if EHF1100 has previously been completed.	
ECF2200 Relating with Families	2				2	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECF2200 if EDO2104 has been previously completed	
ECP2200 Childhood Resilience and Wellbeing	2	2			2	1,2	Enrolment is not permitted in ECP2200 if EDE4010 has been previously completed	Semester 2 Springfield and Toowoomba

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
								offer is not available in 2023.
ECP3200 Early Scientific Thinking and Inquiry	2	2	2	1,2			Pre-requisite: EDE3103 and Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECP3200 if EDX3160 has been previously completed	15 day supervised Professional Experience. Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDE3009 Leadership and Professional Practices	3				3	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	
ECF3100 Contemporary Approaches to Infant and Toddler Curriculum and Pedagogy	3		3	1,2			Pre-requisite: ECP3200 and Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEED or BECH Enrolment is not permitted in ECF3100 if EDE2101 has been previously completed	15 day supervised Professional Experience
EHM1200 Mathematics in Early Primary £	3	2			3	1,2,3	Students must be enrolled in: BEDU(Early Child/Prim+SpecEd/SpecEd/HPE Primary/SHPE Prim) or BEED or BPED or BECH or UCTP Pre-req: BEDU(Early Child) or BEED Only - ECM1100 or EDX3280 Enrolment is not permitted if EDX1280 has been previously completed	Semester 1 Online offer not available in 2023. Semester 2 Toowoomba offer not available in 2023.
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts £	3	1			3	1,2,3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTP or BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BGEN or BEED or BPED	Semester 2 Online offer is not available in 2023.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	3	1			3	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
Primary curriculum specialisation course								See Electives/Approved Courses

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
ECL3100 Intercultural Communication in Early Learning Contexts [£]	3	2			3	1,2,3	Enrolment is not permitted in ECL3100 if EDE4012 has been previously completed	Semester 2 Springfield and Online offer is not available in 2023.
ECL2200 English Curriculum and Pedagogy in Early Primary 2	3	2	3	1,2			Pre-requisite: ECF3100 and Students must be enrolled in one of the following Program s: BEDU (Early Childhood) or BECH or BEED Enrolment is not permitted in ECL2200 if EDX2170 has been previous ly completed	15 day supervised Professional Experi ence. Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDU4100 Evidence for Teacher Impact	4	1	4	1, 2			Pre-requisite: ECL2200 or ESP2200 or EPP3200 Enrolment is not permitted in EDU4100 if EDE4103 or ECP4100 or EDP4130 or EDS4401 has been previous ly completed	25 day supervised Professional Experi ence
EDX2260 Teaching Science in Early Primary [£]	4	1			4	1,3	Pre-requisite: Students must be enrolled in one of the fol lowing Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Spe cial Ed) or BEDU (HPE Prima ry) or BEDU (SHPE Primary) or BECH or BEED or BPED	Semester 1 Spring field and Toowoomba offer is not available in 2023.
EHT4100 Digital Technologies Across the Curriculum [£]	4	1			4	1,3	Students must be enrolled in: BEDU (EarlyChild,Primary, Primary+SpecialEduc,Spe cialEduc,HPEPrimary, SH PEPrimary,Secondary) or BEED or BPED or BSED or BDIT BEDU(EarlyChild) or BEED only - Enrolment is not permitted if EDC3100 has been previously completed	Semester 1 Spring field and Toowoomba offer is not available in 2023.
EPS3000 Advanced Primary Specialisation	4	1			4	1	Pre-requisite: EPS2002 or EPS2004 or EPS2005 or EPS2006 or EPS2007 or EPS2008 or EPS2009	Semester 1 Spring field and Toowoomba offer is not available in 2023.
EDX2190 Humanities and Social Sciences: Evoking Curiosity	4	2			4	1,2	Pre-requisite: Students must be enrolled in one of the fol lowing Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
EDX1450 HPE Curriculum Studies 1	4	2			4	1,2	Pre-requisite: Students must be enrolled in one of the fol	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							lowing Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEDU (HPE Secondary) or BEED or BPED	
EDX4350 Welfare and Wellbeing in Education	4	2			4	2		Semester 2 Spring field and Toowoomba offer is not available in 2023.
EDC4000 Preparing for the Profession £	4	2	4	1,2, 3			Pre-requisite: ECL2200 or EPP3200 or EPP3100 or ESP2200 or ESP3100 and Students must be in their final year of study enrolled in one of the following Programs: BEDU or BEED or BPED or BSED	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Bachelor of Education (Primary) (BPED) - BEd

QTAC code (Australian and New Zealand applicants): Toowoomba campus: 908171; External: 908175;
Springfield campus: 928171

CRICOS code (International applicants): 0100826

Programs at UniSQ are regularly reviewed to ensure they remain professionally-relevant, in order to enhance the graduate outcomes of our students. This program is currently being re-accredited and is as a consequence likely to undergo some changes. Full details will be available when it is approved. If you have any questions, please [contact us](#) directly.

	On-campus	External
Start:	Semester 1 (February) Semester 2 (July)	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Campus:	Springfield, Toowoomba	-
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	4 years full-time, 9 years part-time	

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Professional accreditation

Graduates from this program will have met the requirements to apply for teacher registration with the [Queensland College of Teachers \(QCT\)](#).

Program objectives

Upon successful completion of this program, students should be able to:

- (1) Know students and how they learn (possess a broad and coherent body of knowledge, with depth in the underlying principles and concepts)
- (2) Know the content and how to teach it (transmit knowledge, skills and ideas to others)
- (3) Plan for and implement effective teaching and learning (well-developed cognitive, technical and communication skills to select and apply methods and technologies to transmit knowledge, skills and ideas to others)
- (4) Create and maintain supportive and safe learning environments (apply knowledge and skills with initiative and judgement in planning, problem-solving and decision making in professional practice)

- (5) Assess, provide feedback and report on student learning (analyse, generate and transmit solutions to unpredictable and sometimes complex problems and transmit knowledge and ideas to others)
- (6) Engage in professional learning (through collaborative professional practice apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and as a pathway for further learning)
- (7) Engage professionally with colleagues, parents/carers, and the community (through professional integrity and ethical practice present a clear, coherent and independent exposition of knowledge and ideas in order to communicate knowledge, skills and ideas to others).

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 07. Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Program Information Set

View UniSQ's admission criteria, student profiles and a summary of all offers made under [Course Admission Information Set](#) via the QTAC website.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Have achieved a minimum Australian Tertiary Admission Rank (ATAR) of **66**, or equivalent qualification.^

Academic:

- English (Units 3 & 4, C), or equivalent
- One of General Mathematics, Mathematical Methods, Specialist Mathematics (Units 3 & 4, C), or equivalent
- Science subject (Units 3 & 4, C), or equivalent.
- [English Language Proficiency](#) requirements for Category 5. All students are required to satisfy the applicable [English language requirements](#).

Non-academic entry criteria

- Completion of the non-academic entry requirements to demonstrate the applicant's motivation to teach and suitability for the teaching profession. Details are available from the [QTAC initial teacher education](#) webpage.
- If an applicant has achieved a 'satisfactory' result for one or more components of the [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) at another institution, the 'satisfactory' result can be carried across with this admission application.
- Students must be available for a prescribed period of time to undertake the majority of the supervised Professional Experience placements in an Australian school setting, or at another approved site as required by the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)). Students in other Australian states or in overseas contexts need to ensure they have complied with the equivalent requirements and have registered the details with the [UniSQ Education Placement Office](#).

^ These are determined by the University for specific programs each Semester. The 2023 ATAR and tertiary entrance ranks are based on agreed QTAC schedules which assess formal study at Year 12 or [equivalent level](#), tertiary, preparatory, professional or vocational qualifications or work experience, as detailed in the QTAC Assessment of Qualifications Manual and QTAC Assessor Guidelines.

Adjustment factors may help you get into the program of your choice by increasing your entrance rank. The additional points don't apply to all applicants or all programs. Please read the information about UniSQ's [Adjustment Factors](#) carefully to find out what you may be eligible for.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a student's higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#).

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Bachelor of Education Primary program is comprised of 32 units at undergraduate level (AQF Level 7) structured as follows:

Bachelor of Education Primary with specialisation

- 30 [core courses](#)
- One Primary curriculum specialisation course; and
- One professional development course as an elective.

OR

Bachelor of Education Primary with Special Education major (**no new enrolments**)

- 24 [Core courses](#)
- An eight-course major

Program completion requirements

Within the 32 units required to complete this program, there are a strict Professional experience requirements for at least 80 days supervised placement within various settings with the majority of placement days in Australian school settings.

Please refer to [Professional experience](#) in this program entry for further information.

Literacy and Numeracy Test for Initial Teacher Education

In addition to successfully completing all requirements for the program, students are required to pass the personal Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to graduate from the Bachelor of Education program. The LANTITE assessed initial teacher education students' literacy and numeracy skills. For important information about the LANTITE and how this applies to you in your program of study, please go to the LANTITE FAQ at [Ask UniSQ](#). You can register for the LANTITE test through the [Australian Council for Educational Research](#) (ACER) website.

Required time limits

The standard duration for completion of this program is four years full-time or nine years part-time. Students have a maximum of nine years to complete this program.

Core courses

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus	Notes:
EDC1000 Introduction to the Profession	1, 2	1	1	
EDC1001 Understanding Learner Development	1, 2, 3	1, 2	1, 2	Semester 2 Springfield and Toowoomba offer and Semester 3 Online offer is not available in 2023.
EDX1000 Early Reading Instruction[£]	1, 3	1	1	
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts[£]	1, 2, 3	1	1	Semester 2 Online offer is not available in 2023.
EDU1100 Introduction to Professional Experience	1, 2	2	2	
EDX1270 English Curriculum and Pedagogy in Lower Primary	2	2	2	
EHM1200 Mathematics in Early Primary[£]	1, 2, 3	2	2	Semester 1 Online offer not available in 2023. Semester 2 Toowoomba offer not available in 2023.
EDX1450 HPE Curriculum Studies 1	1, 2	2	2	
EDP2111 The Roles of the Teacher 1	1, 2	1	1	

EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	1, 2	1	1	
EDX2260 Teaching Science in Early Primary [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2400 Educating Learners with Special Needs Across Contexts [£]	1, 2, 3	1, 2	1, 2	Semester 2 Springfield, Toowoomba and Online offer is not available in 2023.
At this point in your study, students select a preferred specialisation or major. This impacts some alternative course work to follow. Standard Primary offer applies for all students selecting a specialisation. Where required the alternate course for SPE Major is marked*				
EDP2222 The Roles of the Teacher 2 (for students undertaking Primary only) OR SPE3005 Managing Challenging Behaviours (for students undertaking the Special Education Major only, this course is only offered in S2)	1, 2	2	2	Semester 2 Toowoomba offer not available in 2023.
	2			SPE3005: Semester 2 External offer is not available in 2023.
EDX2170 English Curriculum and Pedagogy in Middle Primary	1, 2	2	2	Semester 2 Toowoomba not available in 2023.
EDX2190 Humanities and Social Sciences: Evoking Curiosity	1, 2	2	2	
EHI3005 Learning Intervention-Numeracy (for students undertaking the Special Education Major only)	2			Semester 2 Online offer is not available in 2023.
EPP3100 Practising as a Professional Teacher 1	1	1	1	
EDX3280 Mathematics in Middle and Upper Primary [£]	1, 3	1	1	Semester 1 Toowoomba offer is not available in 2023.
EPS3000 Advanced Primary Specialisation	1	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.

SPE3009 Learning Intervention - Reading and Writing (for students undertaking the Special Education Major only)	1	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDX3160 Teaching Science and Design Technology [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EPP3200 Practising as a Professional Teacher 2 (for students undertaking Primary only) OR SPE3006 Speech, Language & Communication Disorders (for students undertaking the Special Education Major only, this course is only offered in S2)	1, 2 2	2	2	Semester 2 Toowoomba offer is not available in 2023.
EDC2200 First Nations Education	1, 2	1, 2	1, 2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
EPA3200 Arts Curriculum and Pedagogy 2: Integrating Arts in the Classroom (for students undertaking Primary only) OR SPE3008 Communication and Collaboration (for students undertaking the Special Education Major only, this course is only offered in S2)	1, 2 2	2	2	Semester 2 Toowoomba offer is not available in 2023.
EPF3100 Teaching in Alternative Contexts [£] (for students undertaking Primary only) OR SPE3007 (for students undertaking the Special Education Major only)	2, 3 2, 3	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023. Semester 2 Online offer is not available in 2023.
EDU4100 Evidence for Teacher Impact	1, 2	1	1	

EDX3270 English Curriculum and Pedagogy in Upper Primary	1, 2		1	
EHT4100 Digital Technologies Across the Curriculum [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EPM4100 Mathematics in Context [£]	1, 3		1	
EDC4000 Preparing for the Profession [£]	1, 2, 3	2	2	
EDP4200 The Reflective Practitioner [£]	1, 2, 3	2	2	Semester 1 Online offer is not available in 2023. Semester 2 Springfield and Toowoomba offer not available in 2023.
EDX4350 Welfare and Wellbeing in Education	2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
SPE3003 Teaching Learners with Moderate to High Support Needs (for students undertaking the Special Education Major only)	2			
SPE3004 Social and Emotional Wellbeing in Primary Context (for the students undertaking the Special Education Major only)	2			Semester 2 Online offer is not available in 2023.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Electives/Approved courses

As detailed in the Program structure section of this Handbook, students must select a Primary curriculum specialisation course from the table below. An additional Professional Development course is selected from the list to complete the program requirements.

Primary curriculum specialisation courses

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus	Notes:
EDH2151 Practical Studies in Movement	1	1	1	
EDH2152 Health and Wellbeing £	1, 2, 3	1	1, 2	Semester 1 Springfield, Toowoomba and Online offer is not available in 2023.
EPS2002 Making and Responding Through the Arts	2			
EPS2004 Movement and Health	2			
EPS2005 Linking Through Languages	2			
EPS2006 Investigating in Science	2			
EPS2007 Children's Literature and Language	2			
EPS2008 Developing Mathematical Knowledge for Innovative Teaching	2			
EPS2009 Integrating the Humanities and Social Sciences Across the Curriculum	2			

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Professional experience

Within the 32 units required to complete this program, there are strict requirements for professional experience. These requirements consist of at least 80 days supervised placement within various settings with the majority of placement days in Australian school settings.

Students can undertake a maximum of one course with a professional experience component in the one semester.

Of the required supervised professional experience, all students, domestic and international, must complete a minimum of 50% of the supervised placement in Australian Primary and/or Secondary school settings.

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing their Professional Experience.

For further information, please visit the [Professional Experience and education placements](#) website.

IT requirements

For information technology requirements, please refer to the [minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing placement their [Professional experience](#).

Exit points

This program contains provision for three generic exit awards, as follows:

- Bachelor of General Education Studies (BGES) - available at the completion of 24 approved courses; 12 of which must be education courses;
- Associate Degree in Education Studies (DAES) - available at the completion of 16 approved courses; 8 of which must be education courses; and
- Diploma of Education Studies (DPES) - available at the completion of 8 education courses.

Credit

Candidates eligible for admission into this program may be eligible for up to 24 units of credit on the basis of successful completion of relevant, equivalent undergraduate level study completed at a recognised university or institution.

Credit approved in this program or a specific specialisation will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please visit our [website](#).

Recommended enrolment pattern

Students are strongly encouraged to follow the recommended enrolment pattern for their specialisation. This is particularly important with respect to Professional Experience. Delaying Professional Experience may delay program completion by up to four (4) years.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC1000 Introduction to the Profession	1	1			1	1,2	Must be enrolled in: BECH/BEED/BPED/BSED/BGEN/UCTE/UCTP/UCTS/UC CF BECH/BEED: Enrolment not permitted if EHF1100 has been completed BPED: Enrolment not permitted if EP P1100 has been completed BSED: Enrolment not permitted if ESF1100 has been completed	
EDC1001 Understanding Learner Development	1	1,2			1	1,2,3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BSED or BGEN. BECH/BEED/BPED only: Enrolment is not permitted if EDC1100 has previous	Semester 2 Spring field and Toowoomba offer and Semester 3 Online offer is not available in 2023.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							ly been completed. BSED only: Enrolment is not permitted if ESD1100 has previously been completed.	
EDX1000 Early Reading Instruction £	1	1			1	1,3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BGEN. BECH or BEED only: Enrolment is not permitted if EDX1170 or EHE1100 has been previously completed. BPED only: Enrolment is not permitted if EHF1100 has previously been completed.	
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts £	1	1			1	1,2,3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTP or BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BGEN or BEED or BPED	Semester 2 Online offer is not available in 2023.
EDU1100 Introduction to Professional Experience	1	2	1	2			Pre-requisite: EDC1000 and Students must be enrolled in one of the following Programs: BEDU or BECH or BEED or BPED or BSED Co-requisite: EDC1001 Enrolment is not permitted in EDU1100 if EDE2010 or EDC1400 or ESP1200 has been previously completed	Replaces EDC1400 from Semester 2, 2022. 10 day supervised Professional Experience
EDX1270 English Curriculum and Pedagogy in Lower Primary	1	2			1	2	Pre-requisite: Students must be enrolled in: BEDU (Early Child or Primary or Primary+Special Ed or Special Ed or HPE Primary or SHPE Primary) or BECH or BGEN or BEED or BPED. Enrolment is not permitted in EDX1270 if EHE1100 has been previously completed.	
EHM1200 Mathematics in Early Primary £	1	2			1	1,2,3	Students must be enrolled in: BEDU(Early Child/Prim/Prim+SpecEd/SpecEd/HPE Primary/SHPE Prim) or BEED or BPED or BECH or UCTP Pre-req: BEDU(Early Child) or BEED Only - ECM1100 or EDX3280 Enrolment is not permitted if EDX1280 has been previously completed	Semester 2 Toowoomba offer is not available in 2023
EDX1450 HPE Curriculum Studies 1	1	2			1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							(Primary) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEDU (HPE Secondary) or BEED or BPED	
EDP2111 The Roles of the Teacher 1	2	1	2	1,2			Pre-requisite: EDC1400 or EDU1100 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED Co-requisite: EDC2100	10 day supervised Professional Experience
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	2	1			2	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDX2260 Teaching Science in Early Primary [£]	2	1			2	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	Semester 1 Spring field and Toowoomba offer is not available in 2023.
EDC2400 Educating Learners with Special Needs Across Contexts [£]	2	1, 2			2	1,2,3		Successful completion of 8 courses is required before enrolment in EDC2400. Semester 2 Spring field, Toowoomba and Online offer is not available in 2023.
At this point in your study, students select a preferred specialisation or major. This impacts some alternative coursework to follow. Where required the alternate course for SPE Major is marked*								
EDP2222 The Roles of the Teacher 2	2	2	2	1,2			Pre-requisite: EDP2111 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BPED	10 day supervised Professional Experience (for students undertaking Primary only). Semester 2 Toowoomba offer not available in 2023.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
OR								
SPE3005 Managing Challenging Behaviours			2	2				Semester 2 External offer is not available in 2023. 10 day supervised Professional Experience (for students undertaking the Special Education Major only).
EDX2170 English Curriculum and Pedagogy in Middle Primary	2	2			2	1,2	Pre-requisite: EDX1170 or EHE1100 or EDX1270 and Students must be enrolled in one the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	Semester 2 Toowoomba not available in 2023.
EDX2190 Humanities and Social Sciences: Evoking Curiosity	2	2			2	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
Select one of the following two courses (Specialisation or Major) depending on the program pathway being undertaken:								
Primary curriculum specialisation course								See Electives/Approved Courses section
OR								
EHI3005 Learning Intervention-Numeracy					2	2		Semester 2 Online offer is not available in 2023. For students undertaking the Special Education Major only.
EPP3100 Practising as a Professional Teacher 1**	3	1	3	1			Pre-req: EDP2111 and (EDP2222 or SPE3001 or EDH2254 or SPE3005) and Students must be enrolled in: BEDU (Primary or Primary+SpecialEd or SpecialEd or HPE Primary or SHPE Primary) or BPED Enrolment is not	15 day supervised Professional Experience

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							permitted if EDC3100 has been previously completed	
EDX3280 Mathematics in Middle and Upper Primary [£]	3	1			3	1,3	Pre-requisite: EDX1280 or EHM1200 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	
Select one of the following two courses (Specialisation or Major) depending on the program pathway being undertaken:								
EPS3000 Advanced Primary Specialisation	3	1			3	1	Pre-requisite: EPS2002 or EPS2004 or EPS2005 or EPS2006 or EPS2007 or EPS2008 or EPS2009	Semester 1 Spring field and Toowoomba offer is not available in 2023.
OR								
SPE3009 Learning Intervention - Reading and Writing	3	1			3	1	Pre-requisite: BEDU (Primary + Special Education) and BEDU (Special Education) and BPED students to complete EDC2400 prior to enrolment.	For students undertaking the Special Education Major only. Semester 1 Spring field and Toowoomba offer is not available in 2023.
EDX3160 Teaching Science and Design Technology [£]	3	1			3	1, 3	Pre-requisite: EDX2260 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	Semester 1 Spring field and Toowoomba offer is not available in 2023.
Select one of the following two courses depending on the program pathway being undertaken:								
EPP3200 Practising as a Professional Teacher 2	3	2	3	1,2			Pre-requisite: EDP2111 and (EDP2222 or SPE3001 or EDH2254 or SPE3005) and Students must be enrolled in: BEDU (Primary) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED Enrolment is not permitted in EPP3200 if EDP3333 has been previously completed	15 day supervised Professional Experience (for students undertaking Primary only). Semester 2 Toowoomba offer is not available in 2023.
OR								
SPE3006 Speech, Language & Communication Disorders			3	2				15 day supervised Professional Experience (for students un

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
								undertaking the Special Education Major only)
EDC2200 First Nations Education	3	1,2			3	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	Semester 2 Spring field and Toowoomba offer is not available in 2023.
Select one of the following two courses depending on the program pathway being undertaken:								
EPA3200 Arts Curriculum and Pedagogy 2: Integrating Arts in the Classroom	3	2			3	1,2	Pre-requisite: EDX1250 and Students must be enrolled in the following Program: BEDU (Primary) or BPED	For students undertaking Primary only. Semester 2 Toowoomba offer is not available in 2023.
OR								
SPE3008 Communication and Collaboration					3	2	Pre-requisite: BEDU(Primary+SpecialEduc) and BEDU(SpecialEduc) and BPED to complete EDC2400 and (EHI3005 or SPE3002) prior to enrolment. Pre-requisite: BEDU(Secondary+SpecialEduc) and BSED to complete EDC2400 and ESP1200 prior to enrolment.	For students undertaking the Special Education Major only
Select one of the following two courses depending on the program pathway being undertaken:								
EPF3100 Teaching in Alternative Contexts [£]	3	2			3	2, 3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Primary) or BPED Enrolment is not permitted in EPF3100 if EDC2300 has been previously completed	For students undertaking Primary only. Semester 2 Spring field and Toowoomba offer is not available in 2023.
OR								
SPE3007					3	2,3		For students undertaking the Special Education Major only. Semester 2 Online offer is not available in 2023.
EDU4100 Evidence for Teacher Impact	4	1	4	1, 2			Pre-requisite: ECL2200 or ESP2200 or EPP3200 Enrolment is not permitted in EDU4100 if EDE4103 or ECP4100 or EDP4130 or	25 day supervised Professional Experience

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							EDS4401 has been previous ly completed	
EDX3270 English Curriculum and Pedagogy in Upper Primary	4	1			4	1,2	Pre-req: EDX2170 and Stu dents must be enrolled in: BEDU(Primary) or BEDU(Primary+SpecEd) or BEDU(SpecEd) or BEDU(H PE Primary) or BEDU(SHPE Primary) or BPED BEDU(SpecEd) Only - Enrol ment is not permitted in EDX3270 if EDC2300 has been previously completed	
EHT4100 Digital Technologies Across the Curriculum £	4	1			4	1,3	Students must be enrolled in: BEDU (EarlyChild,Primary, Primary+SpecialEduc,Spe cialEduc,HPEPrimary, SH PEPrimary,Secondary) or BEED or BPED or BSED or BDIT BEDU(EarlyChild) or BEED only - Enrolment is not permitted if EDC3100 has been previously completed	Semester 1 Spring field and Toowoomba offer is not available in 2023.
EPM4100 Mathematics in Context £	4	1			4	1,3	Pre-requisite: EDX3280 and Students must be enrolled in one of the following Program s: BEDU(Primary) or BEDU(Primary + Special Ed) or BEDU(Special Ed) or BPED Enrolment is not per mitted in EPM4100 if ED P4140 or SPE3001 has been previously completed	
EDC4000 Preparing for the Profession £	4	2	4	1,2,3			Pre-requisite: ECL2200 or EPP3200 or EPP3100 or ESP2200 or ESP3100 and Students must be in their final year of study enrolled in one of the following Programs: BEDU or BEED or BPED or BSED	
EDP4200 The Reflective Practitioner £	4	2			4	1,2,3	Pre-requisite: Students must be enrolled in: BEDU (Prima ry) or BEDU (Primary + Spe cial Education) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED Enrolment is not permitted in EDP4200 if EDC1200 has been previ ously completed	Semester 1 Online offer is not available in 2023. Semester 2 Springfield and Toowoomba offer not available in 2023.
Select one of the following two courses (Specialisation or Major) depending on the program pathway being undertaken:								
EDX4350 Welfare and Wellbeing in Education	4	2			4	2		Semester 2 Spring field and Toowoomba offer is not available in 2023.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
OR								
SPE3003 Teaching Learners with Moderate to High Support Needs					4	2	Pre-requisite: BEDU(Primary+SpecialEduc) and BEDU(SpecialEduc) and BPED to complete EDC2400 and (EHI3005 or SPE3002) prior to enrolment. Pre-requisite: BEDU(Secondary+SpecialEduc) and BSED to complete EDC2400 and ESP1200 prior to enrolment.	For students undertaking the Special Education Major only
Select one of the following two courses (Professional Development course or Major) depending on the program pathway being undertaken:								
Professional Development course								See Electives/Approved Courses section
OR								
SPE3004 Social and Emotional Wellbeing in Primary Context					4	2		For students undertaking the Special Education Major only. Semester 2 Online offer is not available in 2023.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

** The Professional Experience placement for EPP3100 occurs in the first 3 weeks of the school year (that is, when students return to school in January). Students are required to enrol for EPP3100 Practising as a Professional Teacher 1 by the end of Semester 2 of the year previous to which they intend to undertake the course. Please refer to the EPP3100 Course Specifications for details

Bachelor of Education (Secondary) (BSED) - BEd

QTAC code (Australian and New Zealand applicants): External: 908145; Toowoomba campus: 908411; Springfield campus: 928411

CRICOS code (International applicants): 0100827

Programs at UniSQ are regularly reviewed to ensure they remain professionally-relevant, in order to enhance the graduate outcomes of our students. This program is currently being re-accredited and is as a consequence likely to undergo some changes. Full details will be available when it is approved. If you have any questions, please [contact us](#) directly.

	On-campus	External
Start:	Semester 1 (February) Semester 2 (July)	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Campus:	Springfield, Toowoomba	-
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	4 years full-time, 9 years part-time	

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Professional accreditation

Graduates from this program will have met the requirements to apply for teacher registration with the [Queensland College of Teachers \(QCT\)](#).

Program objectives

Upon successful completion of the Bachelor of Education program, students should be able to:

- (1) Know students and how they learn (possess a broad and coherent body of knowledge, with depth in the underlying principles and concepts)
- (2) Know the content and how to teach it (transmit knowledge, skills and ideas to others)
- (3) Plan for and implement effective teaching and learning (well-developed cognitive, technical and communication skills to select and apply methods and technologies to transmit knowledge, skills and ideas to others)
- (4) Create and maintain supportive and safe learning environments (apply knowledge and skills with initiative and judgement in planning, problem-solving and decision making in professional practice)

- (5) Assess, provide feedback and report on student learning (analyse, generate and transmit solutions to unpredictable and sometimes complex problems and transmit knowledge and ideas to others)
- (6) Engage in professional learning (through collaborative professional practice apply a broad and coherent body of knowledge and skills in a range of contexts to undertake professional work and as a pathway for further learning)
- (7) Engage professionally with colleagues, parents/carers, and the community (through professional integrity and ethical practice present a clear, coherent and independent exposition of knowledge and ideas in order to communicate knowledge, skills and ideas to others).

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 07. Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Program Information Set

View UniSQ's admission criteria, student profiles and a summary of all offers made under [Course Admission Information Set](#) via the QTAC website.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Have achieved a minimum Australian Tertiary Admission Rank (ATAR) of **66**, or equivalent qualification.^

Academic:

- English (Units 3 & 4, C), or equivalent
- One of General Mathematics, Mathematical Methods, Specialist Mathematics (Units 3 & 4, C), or equivalent
- [English Language Proficiency](#) requirements for Category 5. All students are required to satisfy the applicable [English language requirements](#).

Non-academic entry criteria

- Completion of the non-academic entry requirements to demonstrate the applicant's motivation to teach and suitability for the teaching profession. Details are available from the [QTAC initial teacher education](#) webpage.
- If an applicant has achieved a 'satisfactory' result for one or more components of the [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) at another institution, the 'satisfactory' result can be carried across with this admission application.
- Students must be available for a prescribed period of time to undertake the majority of the supervised Professional Experience placements in an Australian school setting, or at another approved site as required by the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)). Students in other Australian states or in overseas contexts need to ensure they have complied with the equivalent requirements and have registered the details with the [UniSQ Education Placement Office](#).

^ These are determined by the University for specific programs each Semester. The 2023 ATAR and tertiary entrance ranks are based on agreed QTAC schedules which assess formal study at Year 12 or [equivalent level](#), tertiary, preparatory, professional or vocational qualifications or work experience, as detailed in the QTAC Assessment of Qualifications Manual and QTAC Assessor Guidelines.

Adjustment factors may help you get into the program of your choice by increasing your entrance rank. The additional points don't apply to all applicants or all programs. Please read the information about UniSQ's [Adjustment Factors](#) carefully to find out what you may be eligible for.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Bachelor of Secondary Education is comprised of 32 units at undergraduate level (AQF Level 7). The Secondary program provides sound depth and breadth of knowledge appropriate for two teaching areas.

Students can undertake 2 major teaching areas **OR** 1 major and 1 minor teaching area. The program structure is as follows:

Option 1*
<ul style="list-style-type: none"> • 18 Core Courses • 2 x Major teaching areas (7 course major)
Option 2*
<ul style="list-style-type: none"> • 18 Core Courses • 1 x Major teaching area (7 course major) • 1 x Minor teaching area (5 course minor) • 2 x Elective/Approved courses
Option 3*

- 18 Core Courses
- 1 x Extended Major teaching area (9 course major)
- 1 x Minor teaching area (5 course minor)

Footnotes

- * Not all teaching areas within the Secondary specialisation are made available every year in on-campus mode at Toowoomba and Springfield campuses. Not all teaching areas within the Secondary specialisation are available entirely externally.

Program completion requirements

Within the 32 units required to complete this program, there are strict professional experience requirements for at least 80 days supervised placement within various settings.

Please refer to [Professional experience](#) for further information.

In addition to successfully completing all requirements for the program, students are required to pass the personal Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to graduate from the Bachelor of Education program. For useful information about the LANTITE please go to the [MyITE](#) site and click on Your LANTITE requirements explained. You can register for the LANTITE test through the [Australian Council for Educational Research](#) (ACER) website.

Required time limits

The standard duration for completion of this program is four years full-time or nine years part-time. Students have a maximum of nine years to complete this program.

Core courses

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus	Notes:
EDC1000 Introduction to the Profession	1, 2	1	1	
EDC1001 Understanding Learner Development	1, 2, 3	1, 2	1, 2	Semester 2 Springfield and Toowoomba offer and Semester 3 Online offer is not available in 2023.
ESP1200 Or (from Semester 2, 2022): EDU1100 Introduction to Professional Experience	1, 2	1, 2	1, 2	EDU1100 replaces ESP1200 from Semester 2, 2022.
EDS2401 Junior Secondary Curriculum and Pedagogy	1, 2	1	1	

ESB2100 Positive Behaviour for Learning: Taking Responsibility	1, 2	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDC2300 Assessment Practices for Secondary [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
ESP3100 Social and Emotional Wellbeing in Contemporary Secondary School Context	1, 2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDC2400 Educating Learners with Special Needs Across Contexts [£]	1, 2, 3	1, 2	1, 2	Semester 2 Springfield, Toowoomba and Online offer is not available in 2023.
ESP2200 Senior Secondary Curriculum and Pedagogy [£]	1, 3		1	Semester 1 Springfield offer not available in 2023.
EDC1300 The Collaborative Educator	2			
ESN4200 Numeracy and Learning Analytics [£]	2, 3			
EDU4100 Evidence for Teacher Impact	1, 2	1	1	
ESI4100 Promoting Inclusive Practices [£]	1, 3		1	Semester 1 Springfield offer is not available in 2023.
EHT4100 Digital Technologies Across the Curriculum [£]	1, 3	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDS4250 Literacies Across the Curriculum [£]	1, 3			
EDC4000 Preparing for the Profession [£]	1, 2, 3	2	2	
EDC2200 First Nations Education	1, 2	1, 2	1, 2	Semester 2 Springfield and Toowoomba offer is not available in 2023.

EDX4150 Transitions in Post-Compulsory Education [£]	2, 3			
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Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Major studies

When choosing teaching areas, please consider the professional experience requirements of this program. Queensland students may also like to refer to the [Queensland Curriculum and Assessment Authority \(QCAA\)](#) website for guidance in choosing discipline teaching areas.

Students can usually only select a major teaching area from within a Learning Area as indicated. Once students become active in the program, they will be required to submit the online Teaching Areas form. Students need to be aware of the compulsory and recommended prior study for each teaching area. Should the teaching area not be approved, the student will be advised accordingly and provided with advice on alternatives.

Learning Area: The Arts

Teaching Areas:

- Drama
- Film, Television and New Media
- Music
- Visual Art

Learning Area: English

Teaching Areas:

- English

Learning Area: Health and Physical Education

Teaching Area:

- Health and Physical Education

Learning Area: Humanities and Social Sciences

Teaching Areas:

- Accounting
- Business Studies
- Economics
- Geography
- History
- Legal Studies
- Religion and Ethics

Learning Area: Mathematics

Teaching Area:

- Mathematics

Learning Area: Sciences

Teaching Areas:

- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Psychology

Learning Area: Technologies

Teaching Areas:

- Design and Technology
- Digital Technology
- Food and Nutrition

Accounting

Accounting as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Accounting, as well as Years 7 – 10 Economics and Business.

Recommended prior study: Accounting in Years 11 and 12.

This teaching area provides a background in financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. Accounting information helps to evaluate performance and to report on the operation of an organisation from both an internal and external perspective. Please refer to the [Accounting Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ACC1201 Data Insights and Financial Performance[£]	1	1, 2	
ACC1202 Accounting Systems and Processes	1	2	
FIN1101 Corporate Finance	1	1, 2	
ACC2201 Financial Reporting and Analysis A	2	1, 2	
ACC2205 Management Accounting A	2	1, 2	
ECO1201 Fundamental Economics	3	2	
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Biology

Biology as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 11 and 12 Biology, as well as Years 7 – 12 Science.

Recommended prior study: A Science in Years 11 and 12.

Biology is the study of the natural systems of the living world. There are two broad aspects to these natural systems. One is concerned with the study of the many different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal structure of organisms and the processes that maintain life. Please refer to the [Biology Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
BIO1101 Biology 1	1	1	
BIO1104 Medical Microbiology and Immunology 1	1	2	
BIO2103 Biology 2*	1	2	
REN2200 Ecology for Sustainability	2	1	
BIO2219 Genetics	2	2	Pre-requisite: BIO1101
BIO1203 Human Anatomy and Physiology 1[£]	3	1, 2, 3	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

* Highly recommended Residential School for on-campus and external students

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Business Studies

Business Studies as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Business and Business Studies, as well as Years 7 – 10 Economics and Business.

Recommended prior study: Business Communication and Technologies (BCT) or Business Management (BM) or Accounting in Years 11 and 12.

This teaching area provides a background in financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. Accounting information helps to evaluate performance and to report on the operation of an organisation from both an internal and external perspective. Please refer to Business Syllabus for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MKT1001 Marketing Fundamentals	1	1, 2	
CIS1101 Business Online	1	1, 2, 3	
MKT2014 Global Marketing	1	2	

FIN1101 Corporate Finance	2	1, 2	
MGT3004 Creativity, Innovation and Entrepreneurship	2	2	
MGT3203 Project Management Processes	2	2, 3	
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Chemistry

Chemistry as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 11 and 12 Chemistry, as well as Years 7 – 10 Science.

Recommended prior study: Chemistry in Years 11 and 12.

Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science. Please refer to the [Chemistry Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
CHE1110 Chemistry 1	1	1	
DIP1755 Foundation Science	1	2	
CHE2120 Chemistry 2	1	2	Pre-requisite: CHE1110
CHE2810 Food Chemistry	2	1	Pre-requisite: CHE2120
CHE2820 Principles of Food Analysis	2	2	Recommended pre-requisites: CHE2120 and CHE2810
ENV2105 Applied Chemistry and Microbiology	3	1, 2, 3	Pre-requisite: completion of second year
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Design and Technology

Design and Technology as a teaching area fits within the learning area of Technologies. Once employed, students would be expected to teach Years 7 – 10 Industrial Technology and Years 11 and 12 Design, Engineering, Building and Construction Skills, Engineering Skills, Furnishing Skills, Industrial Graphics Skills and Industrial Technology Skills.

Compulsory prior study: Information Technology Design, Graphics, Engineering in Years 11 and 12 or other certificate course in this area OR a trade qualification.

Technology has been developed through working and building with materials and tools and has been an integral part of society for as long as humans have had the desire to improve their quality of life. This Teaching Area encourages knowledge and application of available resources, systems and practices through inquiry,

design and problem-solving methodologies. Please refer to the [Technology Studies Syllabus](#) for further information.

Components of this teaching area require workshop experience sessions that will be conducted in a number of different settings. These sessions will be supervised by experienced Manual Arts teachers. Available locations will be advertised within course materials with locations being primarily within the Toowoomba and Springfield regions. Students taking this option will have to travel independently to these locations.

Application to this teaching area is required. Applications must identify that the pre-service teacher meets the compulsory study requirements as listed above but also have a school within 50 kilometres willing to take them on for four years in relation to workshop skills courses and professional experience. Professional experience will work with technology design teachers to coordinate this prior to acceptance into this teaching area.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes:
ENM1500 Introductory Engineering Mathematics	1	1, 2, 3		
ITD1100 ITD Guidelines and Practices	1	2		
ITD3120 Design and Visual Communication	1	2		
ITD3110 Emerging Technologies	2	1		
EDS4412 Secondary Technologies Curriculum and Pedagogy	2	2		
ITD1210 Material Technologies 1 (Wood and Plastic)	3	1		
ITD2220 Material Technologies 2 (Metals)	3	2		Semester 1 Online offer is not available in 2023.

Digital Technology

Digital Technology as a teaching area fits within the learning area of Technologies. Once employed, students would be expected to teach Years 11 and 12 Digital Solutions as well as Years 7 – 10 Technologies.

Recommended prior study: Information Technology Systems (ITS) or Information Processing and Technology (IPT) in Years 11 and 12.

Digital Technology is an area of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves a study of information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology. Please refer to the [Digital Solutions](#) syllabus for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
CSC1401 Foundation Programming[£]	1	1, 2, 3	
CIS1000 Digital Disruption[£]	1	1, 2, 3	
CSC2406 Web Technology 1	1	2	Pre-requisite: CSC1401
CSC3400 Database Systems[£]	2	1, 3	Pre-requisite: CSC1401 or CIS1000
CSC3426 Web Technology 2	2	2	Pre-requisite: CSC2406
CSC1310 Networking 1: Internetworking	3	1	
EDS4412 Secondary Technologies Curriculum and Pedagogy	3	2	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Drama

Drama as a teaching area fits within the learning area of The Arts. Once employed, students would be expected to teach Years 7 – 12 Drama as well as Years 11 – 12 Drama in Practice and Arts in Practice.

Recommended prior study: Drama in Years 11 and 12.

Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of forming, presenting, and responding. The study of drama actively promotes participation in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to pre-service teachers knowing and understanding themselves and the world.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes
THT1001 Making Theatre History 1: Classic Plays in Context	1	1		
THT1002 Making Theatre History 2	1	2		
THT1003 Theatre in Communities	1	2		
THT2003 Educational Drama	2	1		
THT2004 Theatre and Adaptation	2	2	Pre-requisite: THT1001 or THT1002	

THT3003 Dramaturgy and Dramatic Responsibility	3	1	Pre-requisite: THT1001 and THT1002	Semester 1 Toowoomba and Online offer is not available in 2023.
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401	

Earth and Environmental Science

Earth and Environment Science as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 7 – 10 Science and Years 11 and 12 Earth and Environmental Science.

Recommended prior study: A Science in Years 11 and 12.

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. Please refer to the Earth and Environmental Science syllabus for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes
DIP1755 Foundation Science	1	1		
CLI2201 Climate Change and Variability	1	2		
AGR2301 Agricultural Science	1	2		
REN1201 Environmental Studies OR REN2200 Ecology for Sustainability*	2	1		REN1201 is not available in 2023.
CLI3302 Adaptation to Climate Change	2	2		
AGR3304 Soil Science	3	1		
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401	

Footnotes

* [REN2200](#) is for students with a Geography minor only.

Economics

Economics as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Economics, as well as Years 7 – 10 Economics and Business.

Recommended prior study: Economics in Years 11 and 12.

The study of Economics enables decision-making based on contemporary economic theory. Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with “the economic problem: of alternative uses of their limited resources. Please refer to the [Economics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ECO1002 Market Behaviour	1	3	
FIN1103 Financial Markets	1	2, 3	
ECO2000 The Macro-economy and Business	1	2	
FIN2302 Financial Economics	2	1	
ECO3030 Sustainable Economies	2	2	
ECO1201 Fundamental Economics	3	2	
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

English

English as a teaching area fits within its own learning area. Once employed, students would be expected to teach Years 7 – 12 English as well as Years 11 - 12 Literature, Essential English and English and Literature Extension.

Compulsory prior study: English in Years 11 and 12.

Students will engage with a wide variety of literary, mass media and everyday texts in addition to conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate their ability to think, use language, and make meaning. Please refer to the [English Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ENL1000 Introduction to Literature[£]	1	1, 3	
ENL1002 Contemporary Fiction ORENL2011 Australian Literature	1 or 2	2 or 1	Students who have previously completed ENL1001 should not enrol in ENL2011 .
ENL2006 Literature for Young Adults	1	2	
ENL2010 Fantastic Fiction: From Gothic to Speculative Literature	2	2	Students who have previously completed ENL2004 or ENL2007 should not enrol in ENL2010.

ENL3000 Modernism	3	1	Pre-requisite: ENL1000 Students who have previously completed ENL2005 should not enrol in ENL3009.
ENL3009 Shakespeare and Early Modern Literature	3	1	
EDS4410 Secondary English Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Film, Television and New Media

Film, Television and New Media as a teaching area fits within the learning area of The Arts. Once employed, students would be expected to teach Years 7 – 10 Media, as well as Years 11 and 12 Film, Television and New Media, Media Arts in Practice and Arts in Practice.

Recommended prior study: Film, Television and New Media in Years 11 and 12.

Film, Television and New Media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. They are fundamental to our self-expression and representation as individuals and as communities. Please refer to the [Film, Television and New Media Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
FSP1003 Editing Lab 1	1	1	
TVR1001 Introduction to Television Studio Practice	1	2	
PRL1005 Digital Networks for PR	1	2	
FSP1001 Location Production 1 (On-campus option) OR DIT1001 Aesthetics for Interactive Systems (Online option)	2	1	
FSP2005 Cinematic Language	2	2	
FSP2001 Documentary and Reality TV (On-campus option) OR TVR1002 Introduction to Radio Production (Online option)	3	1	Pre-requisite: FSP1001 Location Production 1
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Food and Nutrition

Food and Nutrition as a teaching area fits within the learning area of Technologies. Once employed, students would be expected to teach Years 11 – 12 Food and Nutrition, Hospitality Practices and Years 7 – 10 Home Economics.

Recommended prior study: Home Economics or Hospitality/Hospitality Practices in Years 11 and 12.

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection. Please refer to the [Food and Nutrition](#) syllabus for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes:
BIO1810 Introduction to Food Science	1	1		
EDH2152 Health and Wellbeing[£]	1	2, 3		Semester 1 Springfield, Toowoomba and Online offer is not available in 2023.
SES1103 Nutrition and Exercise	1	2		
CHE2810 Food Chemistry	2	1	Pre-requisite: BIO1810	
BIO2810 Nutrition and Health	2	2	Pre-requisite: BIO1810 and CHE2810	
FSP1004 Graphic Design and Digital Art Practice	3	1, 2		
EDS4403 Secondary Science Curriculum and Pedagogy OR EDS4412 Secondary Technologies Curriculum and Pedagogy[*]	3	2	Pre-requisite: EDS2401	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

* [EDS4412](#) is only to be completed if student's minor is a Science.

Geography

Geography as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 12 Geography as well as Years 7 - 10 Humanities and Social Sciences (HASS).

Recommended prior study: Geography in Years 11 and 12.

Geography contributes to the content, cognitive processes, skills and values that it can promote to help to explore, understand and evaluate the social and environmental dimensions of the world. Geography evokes

feelings for environments and people in environments covering themes such as managing the natural environment, people and development, social environments, and resources and environment. Please refer to the [Geography Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes
REN1201 Environmental Studies	1	1		Semester 1 Springfield offer is not available in 2023.
REN3302 Sustainable Resource Use	1	2	Recommended Pre-requisite: REN1201	
GIS1401 Geographic Data Presentation	1	2		
CLI1110 Weather and Climate	2	1		
URP3201 Sustainable Urban Design and Development	2	2		
CLI3301 Climate and Environment Risk Assessment	3	1		
EDS4408 Secondary Humanities Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401	

Health and Physical Education (HPE)

Health and Physical Education as a teaching area fits within its own learning area. Once employed, students would be expected to teach Years 7 – 10 Health and Physical Education (HPE) and Years 11 and 12 Physical Education, Health, and Sport and Recreation.

Recommended prior study: Health and Physical Education in Years P - 10.

Health and Physical Education focuses on Health and Physical Education curriculum and pedagogy, the sociocultural underpinnings of sport and physical activity; the study of personal, social and community health and wellbeing from a socio-ecological perspective and the scientific bases of human movement including, anatomy and physiology, biomechanics, kinesiology and sports psychology; skill acquisition and development. Please refer to the [Health and Physical Education senior curriculum area](#) for further information. These are the Year 11 and 12 syllabuses for Physical Education; Health and Sport and Recreation. You can also refer to the Australian Curriculum Health and Physical Education P – 10 available on the Australian Curriculum or QCAA websites sites.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes:
EDH2151 Practical Studies in Movement	1	1		

EDH1450 HPE Discipline Studies 1	1	2		Semester 2 Springfield and Toowoomba offer not available in 2023.
EDH2253 Scientific Bases of Movement 1	1	2		Semester 2 Springfield and Toowoomba offer not available in 2023.
EDH2152 Health and Wellbeing[£]	2	1, 2, 3		Semester 1 Springfield, Toowoomba and Online offer is not available in 2023.
EDH3258	2	2		Semester 2 Springfield and Toowoomba offer is not available in 2023.
EDH3154 HPE Discipline Studies 2	3	1		Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDH3257 HPE Curriculum Studies 3	3	2	Pre-requisite: EDH1450	Semester 2 Springfield and Toowoomba offer is not available in 2023.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

History

History as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 10 History or Humanities and Social Sciences (HASS) and Years 11 and 12 Ancient and Modern History.

Recommended prior study: Ancient or Modern History in Years 11 and 12.

The study of History is an integral part of the Social Sciences, and provides the knowledge necessary to understand the social, cultural, political and economic activities and institutions of society and their relationship with the natural environment from a historical perspective. Please refer to the [Ancient History Syllabus](#) and the [Modern History Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes
HIS1000 World History to 1500 CE[£]	1	1, 3		
ANT1000 World Archaeology: An Introduction OR HIS3004 Interpreting the Past	1	2		

HIS1004 Global History, 1500-1900	1	2		Students who have previously completed HIS2103 should not enrol in HIS1004.
HIS2001 Sovereignty, Equality and Racism in Australia's Past	2	1	Pre-requisite: One unit of History	Semester 1 Toowoomba and Online offer is not available in 2023.
HIS3002 Total War: World War II and the Twentieth Century OR HIS1005 Introduction to Australian History	2	2	Pre-requisite: Any two courses of History	
HIS2006 Revolutions and the People's Voice OR HIS2007 Private Lives, Public Histories **	3	1	Pre-requisite: Any two courses of History.	
EDS4404 Secondary History Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

** HIS2007 includes industry placement options .

Legal Studies

Legal Studies as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Legal Studies, Social and Community Studies and Years 7-10 Civics and Citizenship.

Recommended prior study: Legal Studies in Years 11 and 12.

Responsible citizens should develop a basic understanding of the operation of our legal system in order to understand the interplay of 'law in society'. Legal Studies provides basic legal knowledge and awareness of the range of regulatory laws (rules) and the procedures for empowering all stakeholders to contribute to, and participate in, responsible citizenship. Please refer to the [Legal Studies Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
LAW1111 Australian Legal System	1	1, 2, 3	
LAW1115 Legal History	1	1, 3	
LAW1121 Criminal Law and Procedure	1	2, 3	Pre-requisite: LAW1111
LAW1116 Contract	2	1, 2	Pre-requisite or Co-requisite: LAW1111

LAW2222 Public International Law	2	2, 3	Pre-requisite: LAW1111 and LAW1112
LAW1126 Torts	2	1, 2	Pre-requisite: LAW1111
EDS4405 Secondary Business Curriculum and Pedagogy	2	2	Pre-requisite: EDS2401

Mathematics

Mathematics as a teaching area fits within its own learning area. Once employed, students would be expected to teach Years 7 – 10 Mathematics as well as Years 11 - 12 Essential Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics. **Compulsory prior study:** Mathematics B in Years 11 and 12.

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built. Please refer to the [Mathematics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MAT1102 Algebra and Calculus I	1	1	
MAT2100 Algebra and Calculus II	1	2	Pre-requisite: MAT1102
MAT2200 Operations Research 1	1	2	Pre-requisite: MAT1102
STA1003 Fundamental Statistics*	2	1, 2, 3	
MAC2901 Mathematics for Teachers	2	2	
STA2301 Distribution Theory	3	1	Pre-requisite: STA1003
EDS4402 Secondary Mathematics Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

* Unavailable online in S3 2023

Music

Music as a teaching area fits within the learning area of The Arts. Once employed, students would be expected to teach Years 7 – 12 Music and Years 11 and 12 Creative Arts and Music Extension.

Recommended prior study: Music and/or Creative Arts in Years 11 and 12.

Music is an important part of cultural life. It makes a significant contribution to personal, social and cultural identities, it offers a unique form of self-expression and communication, and it assists beginning educators to understand people of different cultures. Fundamental to the study of music is the development of creativity

and expressiveness, which goes hand in hand with fostering self-discipline, concentration, listening skills and fine-motor skills. Please refer to the [Music Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes
MUI1013 Decoding Music	1	1		
MUI1011 Digital Composition	1	2		
MUI2009 Recording and Music Production	1	2		
MUI2002 Popular Songwriting	2	1		
MUI3015 Leadership Development for Musicians	2	2		Semester 2 Springfield offer is not available in 2023.
MUI3013 Musical Craft	3	1		
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401	

Physics

Physics as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 11 and 12 Physics, as well as Years 7 – 12 Science.

Compulsory prior study: Mathematics B and Physics in Years 11 and 12.

Please note: if Physics is chosen as a major, it is compulsory that Mathematics is chosen as the minor study.

Physics is the fundamental science in that its principles are used to varying extents in other science disciplines. The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. It is more mathematical than other sciences and so beginning educators of Physics can expect to use concepts from mathematics subjects. Please refer to the [Physics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
PHY1104 Physics 1	1	1	
PHY1911 Physics 2	1	2	
PHY2206 Medical Physics	1	2	
PHY2204 Astronomical Techniques	2	1	Pre-requisite: PHY1104 and PHY1911
PHY3304 Photonics	2	2	Pre-requisite: PHY1104 and PHY1911
PHY3303 Modern Physics	3	1	Pre-requisites: 2 Level 2 courses

EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401
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Psychology

Psychology as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 11 – 12 Psychology as well as Years 7-10 Science.

Recommended prior study: A Science in Years 11 and 12.

The Australian Curriculum: Psychology provides opportunities for students to develop an understanding of important psychological concepts and processes. The practices used to develop scientific knowledge of psychology's contribution to our culture and society and its applications in our lives. The curriculum supports students to develop the knowledge, understanding and skills to make informed decisions about local, national and global issues. Please refer to the [Psychology syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
PSY1010 Foundation Psychology A	1	1, 3	
PSY1020 Foundation Psychology B	1	1, 2	
PSY8145 Research Skills in Psychology for Teachers	1	2	
PSY2010 Social Processes of Behaviour	2	1	Pre-requisite: PSY1010
PSY3190 Practicum B	2	2	
PSY3030 Abnormal Psychology	3	1	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Religion and Ethics

Religion and Ethics as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 10 Humanities and Social Sciences as well as Years 11 and 12 Religion and Ethics and Study of Religion. If teaching in a Christian or Catholic school, students may also be expected to teach Years 7 – 12 Christian Studies or Religious Education.

Recommended prior study: Study of Religion in Years 11 and 12.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society. Please refer to the [Religion and Ethics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes
RET1000 Examining the Sacred	1	1		

SOC1003 Identity, Inequality and Social Justice	1	2		
RET2000 World Religions	1	2		
ANT2005 Culture, Religion and Belief	2	1		Semester 1 Toowoomba and Online offer is not available in 2023.
RET3000 Cults and Sects: Exploring Good and Evil[£]	2	3		
HMT2000 Ethical Issues and Human Rights	3	1		
EDS4408 Secondary Humanities Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Visual Art

Visual Art as a teaching area fits within the learning area of The Arts. Once employed, students would be expected to teach Years 7 – 12 Visual Art and Years 11 and 12 Visual Arts in Practice and Arts in Practice.

Recommended prior study: Visual Art in Years 11 and 12.

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing and resolving. Please refer to the [Visual Art Syllabus](#) for further information.

Please be aware that some courses offered in the Arts have recommended on-campus participation. .

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
VIS1010 2D Studio Foundations	1	1	
VIS1402 Artists and their Studio Practice	1	2	
VIS1101 Perspectives in Visual Arts: Movements, Moments and Events	1	3	
VIS1201 Ways of Seeing Art	2	1	
VIS1020 3D Studio Foundations	2	2	

VIS2101 Visual Storytelling: Building Personal and Cultural Narratives in the 21st Century	3	1	
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Minor Studies

A minor teaching area is to be defined as a UniSQ Minor and is not printed on a student's testamur as well as aligning with the relevant registering body's terminology.

When choosing teaching areas, please consider the professional experience requirements of the Secondary specialisation. Queensland students may also like to refer to the [Queensland Curriculum and Assessment Authority \(QCAA\)](#) website for guidance in choosing sought after teaching areas.

Students can only select one minor from within a Learning Area as indicated. Once students become active in the program, they will be required to submit the online Teaching Areas form. Students need to be aware of the compulsory and recommended prior study for each teaching area. Should the teaching area not be approved, the student will be advised accordingly and provided with advice on alternatives.

Learning Area: The Arts

Teaching Areas:

- Drama
- Film, Television and New Media
- Music
- Visual Art

Learning Area: English

Teaching Area:

- English

Learning Area: Health and Physical Education

Teaching Area:

- Health and Physical Education

Learning Area: Humanities and Social Sciences

Teaching Areas:

- Aboriginal and Torres Strait Islander Studies
- Accounting
- Business Studies
- Economics
- Geography
- History
- Legal Studies
- Religion and Ethics

Learning Area: Mathematics

Teaching Area:

- Mathematics

Learning Area: Sciences

Teaching Areas:

- Biology
- Chemistry
- Earth and Environmental Science
- Physics
- Psychology

Learning Area: Technologies

Teaching Areas:

- Design and Technology
- Digital Technology
- Engineering
- Food and Nutrition

Learning Area: Other

Teaching Area:

- Special Education

Aboriginal and Torres Strait Islander Studies

Aboriginal and Torres Strait Islander Studies as a teaching area fits within the domain of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Aboriginal and Torres Strait Islander Studies, as well as Years 7 – 10 Humanities and Social Sciences (HASS).

Aboriginal and Torres Strait Islander Studies provides opportunities to examine important events from various points of view to ensure that all perspectives are represented. By understanding that there are various ways of viewing the world, it will help to identify and address prejudice and racism. Please refer to the [Aboriginal and Torres Strait Islander Studies Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment requirements
FNA1001 First Nations Philosophy and Perspectives	1	1,2	
FNA2003 First Nations Current Issues and Debates	1	2	
FNA3001 Decolonisation and Indigenous Standpoint Theory	2	1	
FNA3002 First Nation Advocacy and Allies	3	2	
EDS4408 Secondary Humanities Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Accounting

Accounting as a teaching area fits within the domain of Business and Economics. Once employed, students would be expected to teach Years 11 and 12 Accounting, as well as Years 7 – 12 Business Studies.

Recommended prior study: Accounting in Years 11 and 12.

This teaching area provides a background in financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. Accounting information helps to evaluate performance and to report on the operation of an organisation from both an internal and external perspective. Please refer to the [Accounting Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ACC1201 Data Insights and Financial Performance	1	1, 2, 3	
FIN1101 Corporate Finance	1	1, 2, 3	
ACC1202 Accounting Systems and Processes	2	1, 2, 3	
ACC2201 Financial Reporting and Analysis A	3	1, 2	
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Biology

Biology as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 11 and 12 Biology, as well as Years 7 – 10 Science.

Recommended prior study: A Science in Years 11 and 12.

Biology is the study of the natural systems of the living world. There are two broad aspects to these natural systems. One is concerned with the study of the many different kinds of organisms and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal structure of organisms and the processes that maintain life. Please refer to the [Biology Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
BIO1101 Biology 1	1	1	
BIO2103 Biology 2*	1	2	
BIO2219 Genetics	2	2	Pre-requisite: BIO1101
REN2200 Ecology for Sustainability	3	1	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

* Highly recommended Residential School for on-campus and external students

Business Studies

Business Studies as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Business, as well as Years 7 – 12 Business Studies.

Recommended prior study: Business Communication and Technologies (BCT) or Business Management (BM) or Accounting in Years 11 and 12.

This teaching area provides a background in financial and other information for making and evaluating decisions about the allocation of scarce resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. Accounting information helps to evaluate performance and to report on the operation of an organisation from both an internal and external perspective. Please refer to [Business Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
FIN1101 Corporate Finance	1	1, 2, 3	
CIS1101 Business Online	1	1, 2, 3	
MKT2014 Global Marketing	2	2	
MGT3203 Project Management Processes	2	2, 3	
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Chemistry

Chemistry as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 11 and 12 Chemistry, as well as Years 7 – 10 Science.

Recommended prior study: Chemistry in Years 11 and 12.

Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science. Please refer to the [Chemistry Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
CHE1110 Chemistry 1 ^	1	1	
DIP1755 Foundation Science	1	2	
CHE2120 Chemistry 2	2	2	Pre-requisite: CHE1110
CHE2810 Food Chemistry	3	1	Pre-requisite: CHE2120
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

^ Students enrolled externally will be required to attend a residential school and should contact the Faculty of Health, Engineering and Sciences.

Design and Technology

Design and Technology as a teaching area fits within the learning area of Technologies. Once employed, students would be expected to teach Years 7 – 10 Industrial Technology and Years 11 and 12 Design, Engineering, Building and Construction Skills, Engineering Skills, Furnishing Skills, Industrial Graphics Skills and Industrial Technology Skills.

Compulsory prior study: Information Technology Design, Graphics, Engineering in Years 11 and 12 or other certificate course in this area OR a trade qualification.

Technology has been developed through working and building with materials and tools and has been an integral part of society for as long as humans have had the desire to improve their quality of life. This Teaching Area encourages knowledge and application of available resources, systems and practices through inquiry, design and problem-solving methodologies. Please refer to the [Technology Studies Syllabus](#) for further information.

Components of this teaching area require workshop experience sessions that will be conducted in a number of different settings. These sessions will be supervised by experienced Manual Arts teachers. Available locations will be advertised within course materials with locations being primarily within the Toowoomba and Springfield regions. Students taking this option will have to travel independently to these locations.

Application to this teaching area is required. Applications must identify that the pre-service teacher meets the compulsory study requirements as listed above but also have a school within 50 kilometres willing to take them on for four years in relation to workshop skills courses and professional experience. Professional experience will work with technology design teachers to coordinate this prior to acceptance into this teaching area.

NB: Students are required to meet with the Secondary Specialisation Convenor in order to compile their enrolment pattern prior to commencement of degree. This pattern will be dependent on their previous studies/experience.

Digital Technology

Digital Technology as a teaching area fits within the learning area of Technologies. Once employed, students would be expected to teach Years 11 and 12 Information & Communication Technology Skills and Digital Solutions as well as Years 7 – 10 Technologies.

Recommended prior study: Information Technology Systems (ITS) or Information Processing and Technology (IPT) in Years 11 and 12.

Digital Technology is an area of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution rather than the use of specific applications, and is an intellectual discipline that involves a study of information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology. Please refer to the Digital Solutions syllabus for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
CSC1401 Foundation Programming [£]	1	1, 2, 3	
CIS1000 Digital Disruption [£]	1	1, 2, 3	
CSC2406 Web Technology 1	2	2	
CSC3400 Database Systems [£]	3	1, 3	Pre-requisite: CSC1401 or CIS1000
EDS4412 Secondary Technologies Curriculum and Pedagogy	3	2	

Footnotes

[£] In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Drama

Drama as a teaching area fits within the learning area of The Arts. Once employed, students would be expected to teach Years 11 – 12 Drama, Drama in Practice, Arts in Practice as well as Years 7-10 Drama.

Recommended prior study: Drama in Years 11 and 12.

Drama provides a medium for exploration, social criticism, celebration and entertainment and is explored through the dimensions of forming, presenting, and responding. The study of drama actively promotes participation in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to pre-service teachers knowing and understanding themselves and the world.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
THT1001 Making Theatre History 1: Classic Plays in Context	1	1	
THT1002 Making Theatre History 2	1	2	
THT1003 Theatre in Communities	2	2	
THT2003 Educational Drama	3	1	
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Earth & Environmental Science

Earth and Environment Science as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 7 – 10 Science and Years 11 and 12 Earth and Environmental Science.

Recommended prior study: A Science in Years 11 and 12.

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. Please refer to the Earth and Environmental Science syllabus for further information.

Course	Year of recommended	Semester of recommended study	Enrolment Requirements	Notes
DIP1755 Foundation Science	1	1		
AGR2301 Agricultural Science	1	2		
CLI3302 Adaptation to Climate Change	2	2		
REN2200 Ecology for Sustainability* OR REN1201 Environmental Studies	3	1		REN1201 offer is not available in 2023.

EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401	
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Footnotes

* [REN2200 Ecology for Sustainability](#) is for students with a Geography major .

Economics

Economics as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Economics, as well as Years 7 – 10 Economics and Business.

Recommended prior study: Economics in Years 11 and 12.

The study of Economics enables decision-making based on contemporary economic theory. Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with “the economic problem: of alternative uses of their limited resources. Please refer to the [Economics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ECO1000	1	2	
FIN1103 Financial Markets	1	2, 3	
ECO2000 The Macro-economy and Business	2	2	
ECO3010 International Economics and Trade	3	1	
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Engineering

Engineering Studies as a teaching area fits within the learning area of Technologies. Once employed, students would be expected to teach Engineering in Years 11 and 12.

Recommended prior study: Mathematics B and Engineering or Design Technology in Years 11 and 12.

Engineering is an area of study that provides an opportunity for students to gain an understanding of the underlying principles of engineering in its broadest sense. It is concerned with the theoretical concepts and practical applications related to technology, industry and society, engineering materials, engineering mechanics, and control systems. Please refer to the [Engineering Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ENG1100 Introduction to Engineering Design	1	1, 2	
MEC1201 Engineering Materials	1	1, 2, 3	
ENG2002 Technology, Sustainability and Society	2	1, 2, 3	

ITD3110 Emerging Technologies	3	1	
EDS4412 Secondary Technologies Curriculum and Pedagogy	3	2	

English

English as a teaching area fits within its own learning area. Once employed, students would be expected to teach Years 11 – 12 English, Literature, Literacy, Essential English as well as Years 7 – 10 English.

Students will engage with a wide variety of literary, mass media and everyday texts in addition to conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate their ability to think, use language, and make meaning. Please refer to the [English Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
ENL1000 Introduction to Literature[£]	1	1, 3	
ENL2011 Australian Literature	1	2	
ENL3009 Shakespeare and Early Modern Literature	2	2	
ENL2006 Literature for Young Adults	3	1	
EDS4410 Secondary English Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Film, Television and New Media

Film, Television and New Media as a teaching area fits within the learning area of The Arts. Once employed, students would be expected to teach Years 7 – 10 Media, as well as Years 11 and 12 Film, Television and New Media and Arts in Practice.

Recommended prior study: Film, Television and New Media in Years 11 and 12.

Film, Television and New Media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. They are fundamental to our self-expression and representation as individuals and as communities. Please refer to the [Film, Television and New Media Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
FSP1003 Editing Lab 1	1	1	
PRL1005 Digital Networks for PR	1	2	
TVR1001 Introduction to Television Studio Practice	2	2	

DIT1001 Aesthetics for Interactive Systems	3	1	
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Food and Nutrition

Food and Nutrition as a teaching area fits within the learning area of Technologies. Once employed, students would be expected to teach Years 11 – 12 Food and Nutrition, Hospitality Practices and Years 7 – 10 Home Economics.

Recommended prior study: Home Economics or Hospitality/Hospitality Practices in Years 11 and 12.

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection. Please refer to the [Food and Nutrition syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
BIO1810 Introduction to Food Science	1	1	
SES1103 Nutrition and Exercise	1	2	
FSP1004 Graphic Design and Digital Art Practice	2	1, 2	
CHE2810 Food Chemistry	3	1	Pre-requisite: BIO1810
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Geography

Geography as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 12 Geography and Humanities and Social Sciences (HASS).

Recommended prior study: Geography in Years 11 and 12.

Geography contributes to the content, cognitive processes, skills and values that it can promote to help to explore, understand and evaluate the social and environmental dimensions of the world. Geography evokes feelings for environments and people in environments covering themes such as managing the natural environment, people and development, social environments, and resources and environment. Please refer to the [Geography Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes
CLI1110 Weather and Climate	1	1		
REN1201 Environmental Studies	1	1		Semester 1 offer is not available in 2023.
REN3302 Sustainable Resource Use	2	2	Pre-requisite: REN1201	

GIS1401 Geographic Data Presentation	3	2		
EDS4408 Secondary Humanities Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401	

Health and Physical Education (HPE)

Health and Physical Education as a teaching area fits within its own learning area. Once employed, students would be expected to teach Years 7 – 10 Health and Physical Education (HPE) and Years 11 and 12 Physical Education; Health and Sport and Recreation.

Recommended prior study: Health and Physical Education in Years P – 10.

Health and Physical Education focuses on Health and Physical Education curriculum and pedagogy, the sociocultural underpinnings of sport and physical activity; the study of personal, social and community health and wellbeing from a socio-ecological perspective and the scientific bases of human movement including, anatomy and physiology, biomechanics, kinesiology and sports psychology; skill acquisition and development. Please refer to the [Health and Physical Education senior curriculum area](#) for further information. These are the year 11 and 12 syllabuses for Physical Education; Health Education and Recreation. You can also refer to the Australian Curriculum Health and Physical Education P – 10 available on the Australian Curriculum or QCAA websites sites.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes:
EDH2151 Practical Studies in Movement	1	1		
EDH1450 HPE Discipline Studies 1	1	2		Semester 2 Springfield and Toowoomba offer not available in 2023.
EDH2152 Health and Wellbeing[£]	2	1, 2, 3		Semester 1 Springfield, Toowoomba and Online offer is not available in 2023.
EDH3154 HPE Discipline Studies 2	3	1		Semester 1 Springfield and Toowoomba offer is not available in 2023.
EDH3257 HPE Curriculum Studies 3	3	2	Pre-requisite: EDH1450	Semester 2 Springfield and Toowoomba offer is not available in 2023.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

History

History as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 10 Humanities and Social Sciences (HASS) and Years 11 and 12 Ancient and Modern History.

Recommended prior study: Ancient or Modern History in Years 11 and 12.

The study of History is an integral part of the Social Sciences, and provides the knowledge necessary to understand the social, cultural, political and economic activities and institutions of society and their relationship with the natural environment from a historical perspective. Please refer to the [Ancient History Syllabus](#) and the [Modern History Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
HIS1000 World History to 1500 CE[£]	1	1, 3	
ANT1000 World Archaeology: An Introduction	1	2	
HIS1004 Global History, 1500-1900	2	2	
HIS2006 Revolutions and the People's Voice OR HIS2007 Private Lives, Public Histories	3	2	
EDS4404 Secondary History Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Legal Studies

Legal Studies as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 11 and 12 Legal Studies, Social and Community Studies as well as Years 7 – 10 Humanities and Social Sciences.

Recommended prior study: Legal Studies in Years 11 and 12.

Responsible citizens should develop a basic understanding of the operation of our legal system in order to understand the interplay of 'law in society'. Legal Studies provides basic legal knowledge and awareness of the range of regulatory laws (rules) and the procedures for empowering all stakeholders to contribute to, and participate in, responsible citizenship. Please refer to the [Legal Studies Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
LAW1111 Australian Legal System	1	1, 2, 3	
HIS1115 Legal History	1	1, 3	
LAW1121 Criminal Law and Procedure	2	2, 3	Pre-requisite: LAW1111
LAW1116 Contract	3	1, 2	Pre-requisite: LAW1111
EDS4405 Secondary Business Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Mathematics

Mathematics as a teaching area fits within its own learning area. Once employed, students would be expected to teach Years 7 – 10 Mathematics as well as Years 11 – 12 Essential Mathematics, General Mathematics and Mathematical Methods.

Compulsory prior study: Mathematics B in Years 11 and 12.

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built. Please refer to the [Mathematics Syllabus](#) for further information.

Enrolment Pattern if Physics is NOT the Major

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MAT1000 Mathematics Fundamentals	1	1	
MAT1100 Foundation Mathematics	1	2	
MAC2901 Mathematics for Teachers	2	2	
STA1003 Fundamental Statistics*	3	1, 2, 3	
EDS4402 Secondary Mathematics Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

* Unavailable online in S3 2023

Enrolment Pattern if Physics IS the major study area

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MAT1102 Algebra and Calculus I	1	1	
MAT2100 Algebra and Calculus II	1	2	
MAT2200 Operations Research 1	2	2	
STA1003 Fundamental Statistics*	3	1, 2, 3	
EDS4402 Secondary Mathematics Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

* Unavailable online in S3 2023

Music

Music as a teaching area fits within the learning area of The Arts. Once employed, students would be expected to teach Years 7 – 12 Music as well as Years 11 – 12 Music, Arts in Practice, Music Extension (Composition), Music Extension (Musicology), Music Extension (Performance) and Music in Practice.

Recommended prior study: Music and/or Creative Arts in Years 11 and 12.

Music is an important part of cultural life. It makes a significant contribution to personal, social and cultural identities, it offers a unique form of self-expression and communication, and it assists beginning educators to understand people of different cultures. Fundamental to the study of music is the development of creativity and expressiveness, which goes hand in hand with fostering self-discipline, concentration, listening skills and fine-motor skills. Please refer to the [Music Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
MUI1013 Decoding Music	1	1	
MUI1011 Digital Composition	1	2	
MUI2009 Recording and Music Production	2	2	
MUI2002 Popular Songwriting	3	1	
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Physics

Physics as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 11 and 12 Physics, as well as Years 7 – 10 Science.

Compulsory prior study: Mathematics B Years 11 and 12.

Recommended prior study: Mathematics C and Physics in Years 11 and 12.

Physics is the fundamental science in that its principles are used to varying extents in other science disciplines. The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. It is more mathematical than other sciences and so beginning educators of Physics can expect to use concepts from mathematics subjects. Please refer to the [Physics Syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
PHY1104 Physics 1	1	1	
PHY1911 Physics 2	1	2	
PHY2206 Medical Physics	2	2	
PHY3303 Modern Physics	3	1	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Psychology

Psychology as a teaching area fits within the learning area of Sciences. Once employed, students would be expected to teach Years 11 – 12 Psychology as well as Years 7 – 10 Science.

Recommended prior study: A Science in Years 11 and 12.

The Australian Curriculum: Psychology provides opportunities for students to develop an understanding of important psychological concepts and processes, the practices used to develop scientific knowledge, of psychology's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the knowledge, understanding and skills to make informed decisions about local, national and global issues. Please refer to the [Psychology syllabus](#) for further information.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
PSY1010 Foundation Psychology A	1	1, 3	
PSY1020 Foundation Psychology B	1	1, 2	
PSY8145 Research Skills in Psychology for Teachers	2	2	
PSY3180 Practicum A	3	1	
EDS4403 Secondary Science Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Religion and Ethics

Religion and Ethics as a teaching area fits within the learning area of Humanities and Social Sciences. Once employed, students would be expected to teach Years 7 – 10 Humanities and Social Sciences as well as Years 11 and 12 Religion and Ethics and Study of Religion. If teaching in a Christian or Catholic school, students may also be expected to teach Years 7 – 12 Christian Studies or Religious Education.

Recommended prior study: Study of Religion in Years 11 and 12.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
RET1000 Examining the Sacred	1	1	
RET2000 World Religions	1	2	
RET3000 Cults and Sects: Exploring Good and Evil[£]	2	3	
HMT2000 Ethical Issues and Human Rights	3	1	
EDS4408 Secondary Humanities Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Special Education

Special Education as a teaching area is not a curriculum area and therefore sits within the learning area of Other Specialist Area. Once employed, students would be expected to teach or provide support to special needs students in Years 7 – 12.

Special Education qualifies you to teach in special education units within secondary schools as well as being qualified to provide learning and behaviour support in that setting. Additionally, a minor in special education in combination with your major curriculum area, will enable you to effectively cater for the special learning needs of diverse students in your classroom.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements	Notes:
SPE3009 Learning Intervention - Reading and Writing	1	1		Course not available in 2023.
ESI3002 Challenging Behaviour: A Functional Approach in Secondary Context	1	2		Course not available in 2023.
SPE3008 Communication and Collaboration	2	2		Course not available in 2023.
SPE3003 Teaching Learners with Moderate to High Support Needs	3	2		Course not available in 2023.
SPE3007	3	3	Pre-requisite: ESP2200	Course not available in 2023.

Visual Art

Visual Art as a teaching area fits within the learning area of The Arts. Once employed, students would be expected to teach Years 7 – 10 Visual Art and Years 11 and 12 Visual Art, Visual Art in Practice and Arts in Practice.

Recommended prior study: Visual Art in Years 11 and 12.

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing and resolving. Please refer to the [Visual Art Syllabus](#) for further information.

Please be aware that some courses offered in the Arts have recommended on-campus participation.

Course	Year of recommended study	Semester of recommended study	Enrolment Requirements
VIS1010 2D Studio Foundations	1	1	
VIS1402 Artists and their Studio Practice	1	2	
VIS1101 Perspectives in Visual Arts: Movements, Moments and Events	2	3	
VIS1201 Ways of Seeing Art	3	1	
EDS4407 Secondary Arts Curriculum and Pedagogy	3	2	Pre-requisite: EDS2401

Electives/Approved courses

As detailed in the Program structure section of this Handbook, students must select two electives. This will come from the list detailed in the table below.

Alternatively, Students may choose two more courses from their minor to create a double major OR add two more courses to their major to create an extended major.

Please contact the Program Administration Team if you have particular questions regarding these electives.

Course	Semester of offer External/Online	Semester of offer Toowoomba Campus	Semester of offer Springfield Campus	Notes:
Health and Physical Education (HPE)				
EDH3150	3			
EDH3155 Scientific Bases of Movement 2	1	1	1	Semester 1 Online offer is not available in 2023.
EDH3256 Sports Administration, Coaching and Officiating	2	2	2	Semester 2 Springfield and Toowoomba offer is not available in 2023.
Special Education				
SPE3009 Learning Intervention - Reading and Writing	1	1	1	Semester 1 Springfield and Toowoomba offer is not available in 2023.
ESI3002 Challenging Behaviour: A Functional Approach in Secondary Context	2			

Professional experience

Within the 32 units required to complete this program, there are strict requirements for professional experience for 80 days supervised placement within various settings.

Students can undertake a maximum of one course with a professional experience component in the one semester.

Of the required supervised professional experience, all students, domestic and international, must complete a minimum of 50% of the supervised placement in Australian Primary and/or Secondary school settings.

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing their Professional Experience.

For further information, please see the [Professional Experience and education placements](#) website.

IT requirements

For information technology requirements, please refer to the [minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state which they are completing placement their [Professional experience](#).

Exit points

This program contains provision for three generic exit awards, as follows:

- Bachelor of General Education Studies (BGES) - available at the completion of 24 approved courses; 12 of which must be education courses;
- Associate Degree in Education Studies (DAES) - available at the completion of 16 approved courses; 8 of which must be education courses; and
- Diploma of Education Studies (DPES) - available at the completion of 8 education courses.

Credit

Candidates eligible for admission into this program may be eligible for up to 24 units of credit on the basis of successful completion of relevant, equivalent undergraduate level study completed at a recognised university or institution.

Credit approved in this program or a specific specialisation will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please visit our [website](#).

Recommended enrolment pattern

Students are strongly encouraged to follow the recommended enrolment pattern for their specialisation. This is particularly important in respect to Professional Experience. Delaying Professional Experience may delay program completion by up to four (4) years.

For further information and guidance on Teaching Area Courses, please refer to [Major studies](#) and [Minor studies](#).

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC1000 Introduction to the Profession	1	1			1	1,2	Must be enrolled in: BECH/BEED/BPED/BSED/BGEN/UCTE/UCTP/UCTS/UC CF BECH/BEED: Enrolment not permitted if EHF1100 has been completed BPED: Enrolment not permitted if EP P1100 has been completed BSED: Enrolment not permitted if ESF1100 has been completed	
EDC1001 Understanding Learner Development	1	1,2			1	1,2,3	Pre-requisite: Students must be enrolled in: BECH or BEED or BPED or BSED or BGEN. BECH/BEED/BPED only: Enrolment is not permitted if EDC1100 has previously been completed. BSED only: Enrolment is not permitted if ESD1100 has previously been completed.	Semester 2 Spring field and Toowoomba offer and Semester 3 Online offer is not available in 2023.
Teaching Area Course (Major)								See Major Studies section

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Teaching Area Course (Minor)								See Minor Studies section
ESP1200	1	2	1	2				10 day supervised Professional Experience. Semester 2 Springfield, Toowoomba and External offer is not available in 2023.
Or (from Semester 2, 2022):								
EDU1100 Introduction to Professional Experience	1	2	1	2			Pre-requisite: EDC1000 and Students must be enrolled in one of the following Programs: BEDU or BECH or BEED or BPED or BSED Co-requisite: EDC1001 Enrolment is not permitted in EDU1100 if EDE2010 or EDC1400 or ESP1200 has been previously completed	Replaces ESP1200 from Semester 2, 2022.
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Minor)								See Minor Studies section
EDS2401 Junior Secondary Curriculum and Pedagogy	2	1	2	1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Programs: BEDU or BSED Co-requisite: ESB2100	15 day supervised Professional Experience
ESB2100 Positive Behaviour for Learning: Taking Responsibility	2	1			2	1,2	Pre-requisite: Students must be enrolled in the following: UCTS or BEDU or BSED or MOLT (Secondary) Pre-requisite: BEDU and BSED Only - EDU1100 or ESP1200 or EDC1400 Co-requisite: BEDU (Secondary) and BSED Only - EDS2401	Semester 1 Springfield and Toowoomba offer is not available in 2023.
Teaching Area Course (Major)								See Major Studies section
EDC2300 Assessment Practices for Secondary [£]	2	1			2	1,3	Pre-requisite: ESP1200 or EDC1400 or EDU1100 and Students must be enrolled in	Semester 1 Springfield and Toowoomba

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							one of the following Program s: BEDU or BSED	offer is not available in 2023.
ESP3100 Social and Emotional Wellbeing in Contemporary Secondary School Context	2	2	2	1,2			Pre-requisite: EDS2401 and Students must be enrolled in one of the following Program s: BEDU or BSED	15 day supervised Professional Experience. Semester 2 Toowoomba offer is not available in 2023.
EDC2400 Educating Learners with Special Needs Across Contexts [£]	2	1,2			2	1,2,3		Successful completion of 8 courses is required before enrolment in EDC2400. Semester 2 Springfield, Toowoomba and Online offer is not available in 2023.
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Minor)								See Minor Studies section
ESP2200 Senior Secondary Curriculum and Pedagogy ^{£*}	3	1	3	1, 3			Pre-requisite: ESP3100 and Students must be enrolled in one of the following Program: BEDU or BSED Enrolment is not permitted in ESP2200 if EDS3450 has been previously completed	15 day supervised Professional Experience
Teaching Area Course (Major)								See Major Studies section
Teaching Area Course (Minor)								See Minor Studies section
Elective								See Electives/Approved Courses section
EDC1300 The Collaborative Educator					3	2	Pre-requisite: ESP3100 and Students must be enrolled in one of the following Program s: BEDU or BSED	
ESN4200 Numeracy and Learning Analytics [£]					3	2,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU or BSED Enrolment is not permitted in ESN4200 if EDS2402 has been previously completed	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Curriculum and Pedagogy course (for Major Teaching Area)								See Major Studies section
Curriculum and Pedagogy course (for Minor Teaching Area)								See Minor Studies section
EDU4100 Evidence for Teacher Impact	4	1	4	1, 2			Pre-requisite: ECL2200 or ESP2200 or EPP3200 Enrolment is not permitted in EDU4100 if EDE4103 or ECP4100 or EDP4130 or EDS4401 has been previously completed	25 day supervised Professional Experience
ESI4100 Promoting Inclusive Practices [£]	4	1			4	1,3	Pre-requisite: ESP2200 or EDS2402 Enrolment is not permitted in ESI4100 if EDX3250 has been previously completed	Semester 1 Spring field offer is not available in 2023.
EHT4100 Digital Technologies Across the Curriculum [£]	4	1			4	1, 3	Students must be enrolled in: BEDU (EarlyChild,Primary, Primary+SpecialEduc,SpecialEduc,HPEPrimary, SHPEPrimary,Secondary) or BEED or BPED or BSED or BDIT BEDU (EarlyChild) or BEED only - Enrolment is not permitted if EDC3100 has been previously completed	Semester 1 Spring field and Toowoomba offer is not available in 2023.
EDS4250 Literacies Across the Curriculum [£]					4	1, 3	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	
EDC4000 Preparing for the Profession [£]	4	2	4	1,2,3			Pre-requisite: ECL2200 or EPP3200 or EPP3100 or ESP2200 or ESP3100 and Students must be in their final year of study enrolled in one of the following Programs: BEDU or BEED or BPED or BSED	
EDC2200 First Nations Education	4	1,2			4	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	Semester 2 Spring field and Toowoomba offer is not available in 2023.
Elective								See Electives/Approved Courses section
EDX4150 Transitions in Post-Compulsory Education [£]					4	2,3	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year.
Bachelor of Education (Secondary) (BSED) - BEd (2023)

Footnotes

- £ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024
- * Please refer to the Course Specifications for details and enrolment instructions for the semester 3 offer.

Bachelor of Vocational Education and Training (BVET) - BVocEd&T

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should [contact us](#).

	Online *
Start:	No new admissions
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	3 years full-time, 7 years part-time.

Footnotes

* Certain courses are also offered in on-campus (ONC) mode. Students should refer to the Handbook for the relevant year of offer to check availability of ONC courses.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

Graduates who choose to extend EDV3500 Competency Based Training and Assessment to meet the requirements for the VET qualification course TAE40110 - *Certificate IV in Training and Assessment* will have met the industry standard for training delivery in Australia's VET system. The program is not accredited with the Queensland College of Teachers.

Program aims

The Bachelor of Vocational Education and Training program aims to graduate students who demonstrate:

- the knowledge, skills, practices and values inherent in contemporary understandings of best practice in vocational education and training, particularly as these understandings are reflected in the expectations of industry and key training organisations
- the qualities and skills required of a UniSQ graduate (see UniSQ's [Qualities of a Graduate Policy](#))
- the attributes of an Education graduate
- sound levels of knowledge and understanding appropriate to working as educators with learners in the post-compulsory years and in a range of adult education and training settings.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Normal Entry

To be eligible for normal enrolment in the Bachelor of Vocational Education and Training, an applicant must meet the following criteria:

- have at least a recognised formal trade or professional qualification, or equivalent, in his/her content area
- have substantial workplace experience in his/her proposed teaching content area
- have access to an approved instructional setting in the post-compulsory education and training sector. Such access must enable applicants to plan, implement and evaluate actual instructional programs as required by specified courses within the program. Written verification of such access will be required before enrolment can be confirmed.

Special Entry

Subject to UniSQ policies and regulations, applicants who do not hold formal, recognised qualifications as listed above, but who have extensive relevant industrial, commercial and/or professional training and work experience such that they are acceptable for employment as teachers/trainers in the post-compulsory education and training sector, may be considered for special entry to the program. Such persons will need to show evidence of current engagement at least on a casual, part-time or voluntary basis as teachers/trainers, curriculum developers or managers of education and training, or similar, in approved instructional settings in the post-compulsory education and training sector. Written verification of such current engagement will be required before enrolment can be confirmed.

International Students

International students must have completed the equivalent to Queensland secondary school Year 12 and be at University entry level standing.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The three-year Bachelor of Vocational Education and Training requires 23 units at undergraduate level, plus EDU5221. A minimum of six semesters of study (or equivalent where credit is awarded) must be undertaken.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Duration and Mode of Offer	Three years full-time, or equivalent, WEB
Mode of Delivery	Flexi-mode
Units	24 units, including 100 hours of professional experience. Professional experience placements may be scheduled outside usual University teaching weeks. Travel to locations away from the areas local to the student's home campus may be necessary in order to complete the professional experience requirements.

Requirements to complete the program

In order to complete the Bachelor of Vocational Education and Training a student must complete 24 units of study, including 13 compulsory courses as per the list below:

EDC1100
EDC1200
EDC1300 The Collaborative Educator
EDC1400
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms
EDC2200 First Nations Education
EDC2300 Assessment Practices for Secondary
EDC2400 Educating Learners with Special Needs Across Contexts
EDC3100 ICT and Pedagogy
EDV3551 Vocational and Workplace Literacies
EDV3500 Competency Based Training and Assessment
EDV3401
EDU5221

Required time limits

Students have a maximum of 7 years and a minimum of 3 years to complete this program.

Professional experience

The professional experience components of the Bachelor of Vocational Education and Training program are all tied to four identified courses. In order to undertake courses to which professional experience placements are attached at any stage in the program it is a requirement that students will have satisfactorily completed all professional experience courses in previous years in the program enrolment pattern.

Students in the Bachelor of Vocational Education and Training may complete their professional experience in approved placements. As students are studying wholly at a distance from a UniSQ campus, special requirements will need to be met in relation to completion of professional experience, including submission of two digital video recordings of teaching sessions.

Students in this program will normally undertake their professional experience in the process of their normal work, completing a total of 100 hours under conditions of clinical supervision with a nominated mentor, attached to four courses.

See [Professional Experience Forms](#) for further information.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband would be a significant advantage. See information about [Computer Hardware and Software requirements](#).

Other program requirements

There are no program requirements other than the satisfactory completion of 24 approved units and 100 hours of approved professional experience. However, in order to undertake the professional experience, and certain other activities with young people identified in various course specifications, it is required that Queensland-based students hold a current positive notice indicating that they are deemed suitable for working with children and young people. Further information about the Blue Card or Exemption Card suitability process is available from the [Blue Card Services](#).

Exit points

The Bachelor of Vocational Education and Training degree contains provision for two generic exit awards, as follows:

- Associate Degree in Education Studies (DAES) - available at the completion of 16 approved units.
- Diploma of Education Studies (DPES) - available at the completion of 8 approved units

Credit

Students may seek credit from courses on the basis of documented prior study at University level or equivalent qualifications and experience. Applications will be considered on their merits in relation to the extent to which the documentation supplied by the student demonstrates a clear match with the objectives of the course for which the credit is sought.

Students who have trade qualifications, recognised Diplomas or a combination of other equivalent qualifications and documented experience may be eligible for credit in this program. Students in the Bachelor of Vocational Education and Training are required to complete a minimum of eight courses at UniSQ in order to meet requirements for graduation.

Recommended Enrolment Pattern

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

Students following a non-standard enrolment pattern should consult the [course synopses](#) to ascertain if a course is offered in another term. Students should select discipline studies courses from those available and appropriate to their teaching areas.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC1100	1	1			1	1,3		
EDC1200					1	1		
Teaching Area course	1	1			1	1		Check offer/mode

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Teaching Area course	1	1			1	1		Check offer/mode
EDC1300 The Collaborative Educator	1	2,3			1	2,3	Pre-requisite: ESP3100 and Students must be enrolled in one of the following Program s: BEDU or BSED	
EDC1400	1	1,2	1	1,2				25 hours professional experience
Teaching Area course	1	2			1	3		Check offer/mode
Teaching Area course	1	2			1	3		Check offer/mode
EDV3551 Vocational and Workplace Literacies					2	1		
EDC2400 Educating Learners with Special Needs Across Contexts	2	1,3			2	1,3		
EDV3401			2	1				25 hours professional experience
Teaching Area course	2	1			2	1		Check offer/mode
EDC2300 Assessment Practices for Secondary	2	2			2	2,3	Pre-requisite: ESP1200 or EDC1400 or EDU1100 and Students must be enrolled in one of the following Program s: BEDU or BSED	
EDC2200 First Nations Education	2	2			2	2,3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	
Teaching Area course	2	2			2	2		Check offer/mode
Teaching Area course	2	2			2	2		Check offer/mode
EDC3100 ICT and Pedagogy	3	1	3	1,2				25 hours professional experience
Advanced Teaching Area course	3	1			3	1		check mode/offer
Advanced Teaching Area course	3	1			3	1		check mode/offer
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	3	1,2			3	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDV3500 Competency Based Training and Assessment				2				25 hours professional experience
EDU5221					3	2		
Advanced Teaching Area course	3	2			3	2		Check mode/offer
Advanced Teaching Area course	3	2			3	2		Check mode/offer

Bachelor of Education (Honours) (BEDH) - BEd(Hons)

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should [contact us](#)

	On-campus	Online
Start:	No new admissions	No new admissions
Campus:	Toowoomba, Springfield	-
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	4 years full-time, 9 years part-time	
Program articulation:	From : ; Bachelor of Education	

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Professional accreditation

Graduates from the program will have met the qualifications requirement for teacher registration with the Queensland College of Teachers.

All students, domestic and international, must complete the majority of supervised professional experience in Australian Primary and/or Secondary school settings.

Graduates from the BEd (Hons) (Early Childhood) will have also met the requirements of the Office for Early Childhood Education and Care (formerly the Queensland Department of Communities).

Program aims

The Bachelor of Education (Honours) program aims to graduate students who meet the academic requirements for registration as a teacher in Queensland (see [Queensland College of Teachers](#)) and who demonstrate:

- the knowledge, skills, practices and values inherent in the Queensland College of Teachers' ten *Australian Professional Standards for Teachers*
- the qualities and skills required of a UniSQ graduate (see UniSQ's [Qualities of a Graduate Policy](#))
- the attributes of an Education graduate
- high levels of personal and professional literacies
- awareness, understanding and positive orientation towards redressing the educational disadvantages of indigenous students
- high levels of academic achievement
- the capabilities required to undertake, successfully, an Honours research project.

BEd (Hons) (Early Childhood)

The Early Childhood specialisation aims to prepare graduates who satisfy the requirements of Queensland Office for Early Childhood Education and Care (formerly The Department of Communities) for working as educators with children from birth to eight years of age in a range of early childhood settings.

BEd (Hons) (Primary)

The Primary specialisation aims to prepare graduates who have had the opportunity to develop in-depth knowledge and understanding of the work of educators in P-7 settings. Included among these options are: enhanced opportunities to focus on research in education; a focus in a particular curriculum area; the Early Years of School; Special Education; or Physical Education.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Normal entry

Applicants who have completed a minimum of 1.5 years' full-time equivalent in either [Bachelor of Education \(Early Childhood\)](#) or [Bachelor of Education \(Primary\)](#), and who have achieved a minimum GPA of 6.00, may apply to transfer to the BEDH program.

International students

In addition to the above requirements, international students must have completed the equivalent to Queensland secondary school Year 12 and be at university entry level standing.

Special entry

Subject to UniSQ policies and regulations, applicants who do not meet the required GPA, but are close, may be considered for special entry to the program.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a student's higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#).

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The four-year Bachelor of Education (Honours) requires 32 units at undergraduate level. Where such structures allow, and at the discretion of the specialisation coordinator, up to three units in the primary specialisation may be completed at postgraduate level. A minimum of eight units must be completed with UniSQ, to be eligible to receive this award.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Duration and mode of offer	Four years full-time, or equivalent, either ONC or WEB
Mode of delivery	Flexi-mode
Units	32 units, including 100 days of practical experience. Practical experience placements may be scheduled outside usual University teaching weeks. Travel to locations away from the areas local to the student's home campus may be necessary in order to complete the practical experience requirements. Each year a number of core and cross-specialisation courses will be offered in Semester 3 in online mode.

Required time limits

Students have a minimum of 4 years and a maximum of 9 years to complete this program.

Requirements to complete the program

In order to complete the Bachelor of Education (Honours), a student must complete 32 units of study, according to each specialisation's pattern of required courses (core, shared and specialisation), plus Honours courses in Early Childhood, and Honours and [discipline courses](#) in Primary.

Practical experience

All students, domestic and international, must complete the majority of supervised professional experience in Australian Primary and/or Secondary school settings.

Language proficiency All students must demonstrate their English language proficiency by providing a recent IELTS test of 7.5 or higher (with no subset of less than 7.0 in any of the four skills areas, and a score of no less than 8 in speaking and listening), either on entry to or on graduation from the program.

The required courses for each specialisation are detailed in the following table:

	BEd (Hons) (Early Childhood)	BEd (Hons) (Primary)
EDC1100	Core	Core
EDC1200	Core	Core
EDC1300 The Collaborative Educator	Core	Core
EDC1400	Core	Core
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	Core	Core
EDC2200 First Nations Education	Core	Core
EDC2300 Assessment Practices for Secondary	Core	Core

EDC2400 Educating Learners with Special Needs Across Contexts	Core	Core
EDC3100 ICT and Pedagogy	Core	Core
EDC4000 Preparing for the Profession	Core	Core
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts	Shared	Shared
EDX1450 HPE Curriculum Studies 1	Shared	Shared
EDX2190 Humanities and Social Sciences: Evoking Curiosity	Shared	Shared
EDX3280 Mathematics in Middle and Upper Primary	Shared	Shared
EDX2170 English Curriculum and Pedagogy in Middle Primary	Shared	Shared
EDX3160 Teaching Science and Design Technology	Shared	Shared
EDX1170	Shared	Shared
EDX1280	Shared	Shared
EDX2260 Teaching Science in Early Primary	Shared	Shared
EDX3270 English Curriculum and Pedagogy in Upper Primary	Shared	Shared
EDE2101	Specialisation	
EDE2201 Contexts for Learning and Development	Specialisation	
EDE2010	Specialisation	
EDE4012	Specialisation	
EDE3009 Leadership and Professional Practices	Specialisation	
EDE4010	Specialisation	
EDE4103	Specialisation	
EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy	Specialisation	
EDP2111 The Roles of the Teacher 1		Specialisation
EDP2222 The Roles of the Teacher 2		Specialisation
EDP3333 Pedagogy & Curriculum 3		Specialisation
EDP4130 Technology Curriculum and Pedagogy		Specialisation
EDP4140 Second Language Learning and Pedagogy		Specialisation
EDO4675		
EDO4351 Supervised project		
EDO4352 (2 units)		

In addition to the required courses, each specialisation requires a number of approved teaching area discipline courses and/or discipline studies, as below:

	BEd (Hons) (EC)	BEd (Hons) (Pri)
Units of Honours courses	4	4
Units of approved discipline courses	0	3

Major studies

Specialisation objectives

The Bachelor of Education (Honours) program has two specialisations: Early Childhood and Primary. Although the number and variety of non-school options is increasing for graduates, each specialisation targets preparation for employment in educational settings appropriate to the relevant sector:

- **B Ed (Honours) (Early Childhood)**
The target settings include Child Care Centres, Kindergartens, Pre-Schools and Years Prep-3 in Primary Schools.
- **B Ed (Honours) (Primary)**
The major target setting is Years Prep-7 in Schools.

Electives/Approved courses

Students in the primary specialisation are able to study three (3) discipline courses.

Students who wish to have a particular focus in their discipline studies, may do so by selecting a number of related discipline courses. Alternatively, students may simply choose any combination of unrelated courses from the full range of discipline courses available from time to time.

Discipline Course may be selected from suitable courses available from a number of sources, including:

- The education undergraduate Discipline Course suite (see below)
- Courses from other Bachelor of Education specialisations (excluding any courses with embedded practical experience)

For further information and guidance, students should refer to [discipline courses](#), and [Education specific majors](#) for advice.

Education courses that may also be taken as Discipline Courses	
Discipline area	Courses
Australian History	EDX2190 Humanities and Social Sciences: Evoking Curiosity
Early Childhood Context	EDE2201 Contexts for Learning and Development
	EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy
	EDE3009 Leadership and Professional Practices
	EDE4010
English	EDO3377
ESL	EDP4140 Second Language Learning and Pedagogy
Health and Physical Education	EDH1150 previously EDO3461
	EDH2151 Practical Studies in Movement previously EDO3462
	EDH2152 Health and Wellbeing
	EDH2253 Scientific Bases of Movement 1 previously EDO2462
	EDH3155 Scientific Bases of Movement 2 previously EDO3465
	EDH3256 Sports Administration, Coaching and Officiating
	EDH3257 HPE Curriculum Studies 3 previously EDO4461
	EDH3258
	EDH4259
	EDX1450 HPE Curriculum Studies 1

Literacies	EDO3471 Multiliteracies: Understanding Texts
	EDO3472 Children's Literature
Maths	EDO3681
	EDO3682 Higher Order Thinking: Maths P-7 *
Music	EDO3476
	MUI1001 Collaborative Music Practice 1
	MUI1002 Collaborative Music Practice 2
Science	EDO3561
Secondary Context	EDS3450 Senior Phase Curriculum and Pedagogy
	EDS4250 Literacies Across the Curriculum
	EDX4150 Transitions in Post-Compulsory Education
Special Education	SPE3002
	SPE3003 Teaching Learners with Moderate to High Support Needs
	SPE3004 Social and Emotional Wellbeing in Primary Context
	SPE3005 Managing Challenging Behaviours
	SPE3006 Speech, Language & Communication Disorders
	SPE3007
	SPE3008 Communication and Collaboration
	SPE3009 Learning Intervention - Reading and Writing
Teaching Contexts	EDO3211
	EDO3341

Footnotes

* This course is offered in even-numbered years.

Professional experience

The Bachelor of Education (Honours) program complies with all requirements of the Queensland College of Teachers in terms of the minimum number of supervised days mandated (80) and the total number of days of professional experience overall (100).

All students, domestic and international, must complete the majority of supervised professional experience in Australian Primary and/or Secondary school settings.

The professional experience components of the program are all tied to identified courses within each specialisation, so that students undertake a professional experience placement in a minimum of six of their eight semesters of full-time enrolment

Professional experience is an integral and embedded professional component of an academic course of study. It is a requirement to pass the professional experience in order to pass the course.

The school or educational site will agree to host a pre-service educator, under the supervision of a suitable mentor.

In order to undertake courses to which professional experience placements are attached at any stage in the program it is a requirement that students will have satisfactorily completed all professional experience courses in previous years in the program enrolment pattern. In the case of [EDC4000 Preparing for the Profession](#) there is the additional requirement that students undertaking the placement in a Queensland school will need to have been granted an Internship Authorisation by the Queensland College of Teachers.

A liaison staff member is appointed for every student and host school/site for every placement, with the critical role of being the key source of information, advice and support for all parties involved in the placement.

See [Professional Experience forms](#) for further information.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband would be a significant advantage. See [minimum computing standards](#)

Other program requirements

In order to undertake the professional experience, and certain other activities with young people identified in various course specifications, it is required that Queensland-based students hold a current positive notice indicating that they are deemed suitable for working with children and young people. Further information about the Blue Card or Exemption Card suitability process is available from the [Blue Card Services](#).

In order to complete the Bachelor of Education (Honours), a student must complete 32 units of study, according to each specialisation's pattern of required courses (core, shared, specialisation and honours), plus discipline courses in the primary specialisation.

Professional experience

All students, domestic and international, must complete the majority of supervised professional experience in Australian Primary and/or Secondary school settings.

Language Proficiency

All students, domestic and international, must demonstrate English language proficiency equivalent to IELTS 7.0 to successfully complete program requirements.

Exit points

The Bachelor of Education (Honours) contains provision for three generic exit awards, as follows:

- Bachelor of General Education Studies (BGES) - available at the completion of 24 approved units
- Associate Degree in Education Studies (DAES) - available at the completion of 16 approved units
- Diploma of Education Studies (DPES) - available at the completion of 8 approved units

Credit

Students may seek credit from units on the basis of documented prior study at University level or equivalent qualifications and experience. Such applications will be considered on their merits in relation to the extent to which the documentation supplied by the student demonstrates a clear match with the objectives of the course for which the credit is sought. In relation to this general provision, the Early Childhood specialisation has particular circumstances that also apply:

- **B Ed (Honours) (Early Childhood)**
Students who have completed the Diploma or Advanced Diploma of Community Services (Children's Services) or approved equivalent with a Registered Training Organisation may be eligible for up to 8 and 12 units of credit respectively.

Honours

The minimum levels of achievement normally required for each class of honours are shown in the table below. To be assured of achieving a particular class of honours students must have achieved the specified grade in EDO4351 Supervised project and EDO4352 *and* the minimum GPA requirements for all of the courses studied, *or* for the last 16 courses studied, *or* for the last eight courses studied.

Class of Honours	GPA calculated from the grades achieved in:			Minimum grade achieved in EDO4351 and EDO4352
	All units studied in the program	The last 16 units studied	The last eight units studied	
First Class Honours	6.0	6.2	6.5	A
Second Class Honours — Division A	5.5	5.7	5.9	B
Second Class Honours — Division B	5.0	5.1	5.3	C
Minimum number of units required	20	16	8	

The class of honours to be awarded to a student is dependent upon:

- the Grade Point Average calculated from the grades achieved in the courses studied in, or transferred to, the program
- the grade achieved in the two courses EDO4351 Supervised project and EDO4352 .
Honours students must complete EDO4675 and EDO4351 Supervised project in the year or semester prior to completing EDO4352 (2 units).

B Ed (Honours) (Early Childhood) - recommended enrolment pattern

Students should not deviate from this pattern without first contacting the Faculty of Business, Education, Law and Arts.

Students following a non-standard enrolment pattern should consult the [course specifications](#) to ascertain if a course is offered in another semester.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Note: the Early Childhood specialisation is available at Springfield and Toowoomba campuses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC1100	1	1			1	1,3		
EDC1200					1	1		
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts	1	1			1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTP or BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BGEN or BEED or BPED	
EDX1170	1	1			1	1,3		
EDC1300 The Collaborative Educator	1	2,3			1	2,3	Pre-requisite: ESP3100 and Students must be enrolled in one of the following Programs: BEDU or BSED	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC1400	1	1,2	1	1,2				10 days professional experience
EDX1450 HPE Curriculum Studies 1	1	2			1	2,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEDU (HPE Secondary) or BEED or BPED	
EDX1280	1	2			1	1,2,3		
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	2	1,2			2	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDC2400 Educating Learners with Special Needs Across Contexts	2	1,3			2	1,3		
EDE2101	2	1	2	1				15 days professional experience
EDX2260 Teaching Science in Early Primary	2	1			2	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
EDC2300 Assessment Practices for Secondary	2	2			2	2,3	Pre-requisite: ESP1200 or EDC1400 or EDU1100 and Students must be enrolled in one of the following Program s: BEDU or BSED	
EDC2200 First Nations Education	2	2			2	2,3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	
EDE2201 Contexts for Learning and Development	2	2			2	2	Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	
EDE2010	2	2	2	2				15 days professional experience

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC3100 ICT and Pedagogy	3	1	3	1,2				15 days professional experience
EDX2190 Humanities and Social Sciences: Evoking Curiosity	3	1,3			3	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
EDE3103 Perspectives of Early Years Curriculum, Play and Pedagogy	3	1			3	1	Pre-requisite: EDU1100 or EDE2010 and Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	
EDE4012	3	1			3	1		
EDO4675					3	1,2,3		
EDX2170 English Curriculum and Pedagogy in Middle Primary	3	2			3	1,2	Pre-requisite: EDX1170 or EHE1100 or EDX1270 and Students must be enrolled in one the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	
EDE3009 Leadership and Professional Practices	3	2	3	2			Pre-requisite: Students must be enrolled in one of the following Programs: BEED or BEDU (Early Childhood) or BECH	10 days professional experience
EDE4010	3	2			3	2		
EDX3280 Mathematics in Middle and Upper Primary	4	1			4	1,3	Pre-requisite: EDX1280 or EHM1200 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	
EDX3270 English Curriculum and Pedagogy in Upper Primary	4	1			4	1,2	Pre-req: EDX2170 and Students must be enrolled in: BEDU(Primary) or BEDU(Primary+SpecEd) or BEDU(SpecEd) or BEDU(HPE Primary) or BEDU(SHPE Primary) or BPED BEDU(SpecEd) Only - Enrolment is not permitted in EDX3270 if EDC2300 has been previously completed	
EDO4351 Supervised project					4	1,2,3		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDE4103	4	1	4	1				25 days professional experience
EDX3160 Teaching Science and Design Technology	4	2,			4	2,3	Pre-requisite: EDX2260 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	Semester 3 on-campus offer at Springfield only
EDO4352					4	1,2,3		2 units
EDC4000 Preparing for the Profession	4	1,2	4	1,2			Pre-requisite: ECL2200 or EPP3200 or EPP3100 or ESP2200 or ESP3100 and Students must be in their final year of study enrolled in one of the following Programs: BEDU or BEED or BPED or BSED	20 days Unsupervised professional experience

B Ed (Honours) (Primary) - recommended enrolment pattern

Students should not deviate from this pattern without first contacting the Faculty of Business, Education, Law and Arts.

Students following a non-standard enrolment pattern should consult the [course specifications](#) to ascertain if a course is offered in another semester.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Note: the Primary specialisation is available at Springfield and Toowoomba campuses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC1100	1	1			1	1,3		
EDC1200					1	1		
EDX1250 Arts Curriculum and Pedagogy 1: Dance, Drama, Media Arts, Music and Visual Arts [£]	1	1			1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTP or BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BGEN or BEED or BPED	
EDX1170	1	1			1	1,3		
EDC1300 The Collaborative Educator	1	2,3			1	2,3	Pre-requisite: ESP3100 and Students must be enrolled in	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							one of the following Program s: BEDU or BSED	
EDC1400	1	1,2	1	1,2				10 days professional experience
EDX1450 HPE Curriculum Studies 1	1	2			1	2,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEDU (HPE Secondary) or BEED or BPED	
EDX1280	1	2			1	1,2,3		
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	2	1,2			2	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDC2400 Educating Learners with Special Needs Across Contexts	2	1,3			2	1,3		
EDP2111 The Roles of the Teacher 1	2	1	2	1			Pre-requisite: EDC1400 or EDU1100 and Students must be enrolled in one of the following Programs: BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED Co-requisite: EDC2100	10 days professional experience
EDX2260 Teaching Science in Early Primary	2	1			2	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
EDC2300 Assessment Practices for Secondary	2	2			2	2,3	Pre-requisite: ESP1200 or EDC1400 or EDU1100 and Students must be enrolled in one of the following Program s: BEDU or BSED	
EDC2200 First Nations Education	2	2			2	2,3	Pre-requisite: Students must be enrolled in one of the following Programs: UCTE or UCTP or UCTS or BEED or BSED or BEDU or BECH or BPED	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDX2170 English Curriculum and Pedagogy in Middle Primary	2	2			2	1,2	Pre-requisite: EDX1170 or EHE1100 or EDX1270 and Students must be enrolled in one the following Programs: BEDU (Primary) or BEDU (Primary + Special Educa tion) or BEDU (Special Edu cation) or BEDU (HPE Prima ry) or BEDU (SHPE Primary) or BPED	15 days professional experience
EDP2222 The Roles of the Teacher 2	2	2	2	1,2			Pre-requisite: EDP2111 and Students must be enrolled in one of the following Program s: BEDU (Primary) or BPED	
EDC3100 ICT and Pedagogy	3	1	3	1,2				15 days professional experience
EDX2190 Humanities and Social Sciences: Evoking Curiosity	3	1,3			3	1,3	Pre-requisite: Students must be enrolled in one of the fol lowing Programs: BEDU (Early Childhood) or BEDU (Primary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or BEED or BPED	
EDX3270 English Curriculum and Pedagogy in Upper Primary	3	1			3	1,2	Pre-req: EDX2170 and Stu dents must be enrolled in: BEDU(Primary) or BEDU(Primary+SpecEd) or BEDU(SpecEd) or BEDU(H PE Primary) or BEDU(SHPE Primary) or BPED BEDU(SpecEd) Only - Enrol ment is not permitted in EDX3270 if EDC2300 has been previously completed	
EDX3280 Mathematics in Middle and Upper Primary	3	1			3	1,3	Pre-requisite: EDX1280 or EHM1200 and Students must be enrolled in one of the fol lowing Programs: BEDU (Pri mary) or BEDU (Primary + Special Education) or BEDU (Special Education) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BPED	
EDX3160 Teaching Science and Design Technology	3	2,			3	2,3	Pre-requisite: EDX2260 and Students must be enrolled in one of the following Program s: BEDU (Primary) or BEDU (Primary + Special Educa tion) or BEDU (Special Edu cation) or BEDU (HPE Prima ry) or BEDU (SHPE Primary) or BPED	Semester 3 on-cam pus offer at Spring field only
EDO4675					3	1,2,3		
Discipline Course	3	2			3	2		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDP3333 Pedagogy & Curriculum 3	3	2	3	1,2				15 days professional experience
EDP4130 Technology Curriculum and Pedagogy	4	1	4	1				25 days professional experience
EDO4351 Supervised project					4	1,2,3		
Discipline Course	4	1			4	1		
EDP4140 Second Language Learning and Pedagogy	4	1			4	1		
EDO4352					4	1,2,3		2 units
Discipline Course	4	2			4	2		
EDC4000 Preparing for the Profession		1,2		1,2			Pre-requisite: ECL2200 or EPP3200 or EPP3100 or ESP2200 or ESP3100 and Students must be in their final year of study enrolled in one of the following Programs: BEDU or BEED or BPED or BSED	20 days Unsupervised professional experience

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Bachelor of Engineering Science and Bachelor of Vocational Education & Training (BNBV) - BENS BVET

QTAC code (Australian and New Zealand applicants): Toowoomba campus: 907702; External: 907705

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this area of study should [contact us](#).

	On-campus	External	Online
Start:	No new admissions	No new admissions	No new admissions
Campus:	Toowoomba		-
Fees:	Commonwealth supported place Domestic full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	4 years full-time, 8 years part-time		
Program articulation:	From: Associate Degree of Engineering ; Bachelor of Engineering Science To: Bachelor of Engineering (Honours) ; Master of Professional Engineering		

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

Professional accreditation for this program will be sought from Engineers Australia. Graduates from this program are eligible to apply for graduate membership of Engineers Australia as an Engineering Technologist. After further professional development, a graduate member with a Bachelor or Engineering Technology may apply for chartered status as an Engineering Technologist, and when granted, may use the post-nominal TMIEAust CEngT.

Graduates who choose to extend EDV3500 Competency Based Training and Assessment to meet the requirements for the VET qualification course TAE40110 - Certificate IV in Training and Assessment will have met the industry standard for training delivery in Australia's VET system. The program is not accredited with the Queensland College of Teachers.

Program aims

- To equip graduates with the academic, personal, professional and technical knowledge, skills and understanding required to commence practice as a Graduate Engineering Technologist in Australia or overseas with appropriate social, cultural, industrial and environmental contexts.
- To graduate students who can demonstrate the knowledge, skills, practices and values inherent in contemporary understandings of best practice in vocational education and training, particularly as these understandings are reflected in the expectations of industry and key training organisations.

- To equip graduates with knowledge and understanding appropriate to working as educators with learners in the post-compulsory years and in a range of adult education and training settings.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- have studied four semester units and achieved an exit assessment of 'Sound Achievement' or better in the Queensland Senior Secondary School subject: English and Mathematics B; or
- be able to demonstrate that they have achieved an equivalent standard in these subjects at another institution and;
- **Australian applicants:** have achieved a Queensland Overall Position (OP) band, or an equivalent Rank based on qualifications and previous work experience, at or above the specified cut-off level
- have access to an approved instructional setting in the post-compulsory education and training sector. Such access must enable the applicant to plan, implement and evaluate actual instructional programs as required by specified courses within the program. Written verification of such access will be required before enrolment can be confirmed.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The combined Bachelor of Engineering Science and Bachelor of Vocational Education & Training program comprises 32 academic units and involves four years of full-time study or eight years of part-time study. The program is available in both on-campus and external mode of study.

The combined program consists of 19 core, 13 major study and six practical courses. Students enrolled in the program may undertake a professional specialisation in one of the following major discipline areas:

- Civil Engineering
- Electrical and Electronic Engineering; or
- Mechanical Engineering

To satisfy the requirements of the program students must complete all the Academic and Practice courses in the following tables that show the recommended enrolment patterns for on-campus and external students. Students following a non-standard enrolment pattern should consult the [course specification](#) to ascertain if a course is offered in another term.

Required time limits

Full-time students have a maximum of six years to complete this program. Part-time students have a maximum of 10 years to complete this program. A pro-rata adjustment of the maximum time period will apply for those students who transfer from one mode of study to another. A pro-rata reduction in the maximum time period will apply to students who are admitted to a program with advanced standing.

Practical experience

To be eligible to graduate from the Bachelor of Engineering Science, students must obtain an aggregate of at least 45 days of suitable Engineering work experience during their program. This experience may be in an engineering office or laboratory where the student would be working principally with professional engineers and engineering associates. It may, however, be preferable for students to spend some time in field or factory activities to gain insight into industrial practice and to see what is involved in converting designs into finished products. Students are required to enrol in [ENG3909 Work Experience - Technologist](#) in the latter part of their program and keep a record of appropriate experience as outlined in the Course Specification. The work experience is to be endorsed by an appropriate person in the organisation providing the experience and submitted to the examiner. The student must meet all costs associated with the acquisition of practical experience to satisfy this requirement. The record of work experience must be made available for perusal by the Faculty of Health, Engineering and Sciences upon request. The acceptability or otherwise of employment experience, and the period of that type of experience that may be credited towards the 45 days, will be determined by the Examiner of [ENG3909 Work Experience - Technologist](#).

Credit or exemptions for [ENG3909 Work Experience - Technologist](#) will not normally be considered.

To be eligible to graduate from the Bachelor of Vocational Education & Training students must obtain an aggregate of 100 hours of professional Vocational Education & Training experience. Professional experience placements may be scheduled outside usual University teaching weeks. Travel to locations away from the areas local to the student's home campus may be necessary to complete the professional experience requirements. The professional experience components of the Bachelor of Vocational Education and Training program are all tied to four identified courses. In order to undertake courses to which professional experience placements are attached at any stage in the program it is a requirement that students will have satisfactorily completed all Vocational Education & Training professional experience courses in previous years in the program enrolment pattern. Students may complete their professional experience in approved placements. As students are studying wholly at a distance from UniSQ campus, special requirements will need to be met in relation to completion of professional experience, including submission of two digital video recordings of teaching sessions. For further information see [Professional Experience](#). It is required that Queensland-based students hold a current positive notice indicating that they are deemed suitable for working with children and young people. Further information about the "Blue Card" suitability process is available from the commission for Children and Young People.

IT requirements

Access to an up-to-date computer is necessary. On-campus students can access appropriately equipped laboratories, but should consider acquisition of their own computer. External students should be able to access a computer with the following minimum standards as advised by the University. All students should have

access to email and the Internet via a computer running the latest versions of Internet web browsers such as Internet Explorer or Firefox. The University has a wireless network for on-campus students' computers. In order to take advantage of this facility and further enhance their on-campus learning environment, students should consider purchasing a notebook/laptop computer with wireless connectivity. Specialist software is required for some courses.

Residential schools

The attendance requirement of residential schools within this degree is indicated by the following letters: R = Recommended; HR = Highly Recommended; M = Mandatory. To find out more about [residential schools](#), visit the [Residential School Schedule](#) to view specific dates for your degree, or visit the [Policy and Procedure Library](#).

Students are required to undertake practical and professional activities relevant to their program through enrolment in a series of **Practice courses** in the program. Practice courses are zero unit courses that may be undertaken in either on-campus or external mode and the final grades available are Pass (P)/Fail (F) only. They are a compulsory part of the program and do not attract a student contribution charge for Australian residents or a tuition fee for international students. The recommended enrolment schedule for Practice courses is shown in the Recommended Enrolment Pattern for the program in this Handbook.

External students must attend a number of residential schools during their program to obtain experience in practical and professional activities appropriate to the program. The residential schools are included in Practice courses which are conducted in Semester 3 or during the recess periods. The dates for each residential school Practice course are shown in the [Residential School Schedule](#) in this Handbook and external students should ensure they are able to attend the residential school prior to enrolling in a Practice course. Personal protective equipment is compulsory in many engineering, construction and spatial science laboratories, students should confirm the requirements before attending residential schools for Practice courses.

Students who enrol in on-campus mode for Practice courses normally undertake a series of weekly activities and/or attend a compulsory residential school.

Articulation

Students can articulate into the [Bachelor of Engineering \(Honours\)](#) and [Master of Professional Engineering](#) programs.

Exit points

Students who, for whatever reason, are unable to complete this program and who satisfy all of the requirements of either the [Bachelor of Engineering Science](#), [Associate Degree of Engineering](#) or the [Diploma of Engineering Studies](#) may be permitted to exit with that award.

Students who, for whatever reason, are unable to complete The Bachelor of Vocational Education & Training degree and who satisfy all of the requirements of either the Associate Degree in Education Studies (DAES) and the Diploma of Education Studies (DPES) may be permitted to exit with that award.

Credit

Exemptions/credit will be assessed based on the [UniSQ Credit and Exemption Procedure](#).

Civil Engineering Major recommended enrolment pattern

To satisfy the requirements of the program, students must complete all of the Academic and Practice Courses in the following tables that show the recommended enrolment patterns for on-campus and external students

for our Toowoomba campus. Students following a non-standard enrolment pattern should consult the [course specification](#) to ascertain if a course is offered in another term.

Major study: Civil Engineering (Major Study Code:16749)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
Academic Courses									
ENG1002 Introduction to Engineering and Built Environment Applications	1	1	1	1					
ENM1600 Engineering Mathematics	1	1	1	1,2				Enrolment is not permitted in ENM1600 if MAT1102 or MAT1502 has been previously completed	
ENG1101	1	1	2	1,2					
EDC1100	1	1	2			1			
ENG1100 Introduction to Engineering Design	1	2	1	1,2					
CIV1501 Engineering Statics	1	2	1	2,3				Pre-requisite: ENM1600 or (ENM1500 and CIV1500) or Students must be enrolled in one of the following Programs: MEPR or GCEN or GEPR	
EDC1300 The Collaborative Educator	1	2	2			2		Pre-requisite: ESP3100 and Students must be enrolled in one of the following Programs: BEDU or BSED	
ENG2102	1	2	2	2,3					
MEC1201 Engineering Materials	2	1	3	1,2,3					
EDC1200	2	1	3			1			
ENV2103 Hydraulics I	2	1	4	1				Pre-requisite: CIV1500 or CIV1501 or Students must be enrolled in the following Program: GCEN or GEPR	
CIV2605 Construction Engineering	2	1	4	1					
CIV2403 Geology and Geomechanics	2	2	3	2				Pre-requisite: CIV1501 or CIV1500 or Students must be enrolled in one of the following Programs: MENS or GCEN or GEPR	
SVY1500 Spatial Science for Engineers	2	2	3	2					
EDC1400	2	2	4		2				25 hours professional experience
EDC2300 Assessment Practices for Secondary [£]	2	2	4			2		Pre-requisite: ES P1200 or EDC1400 or EDU1100 and Stu	

Major study: Civil Engineering (Major Study Code:16749)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
								dents must be enrolled in one of the following Programs: BEDU or BSED	
CIV2701 Road Design and Location	3	1	5	1				Pre-requisite: ENM1500 or ENM1600 or Students must be enrolled in one of the following Programs: GCST or GDST or GCEN or GEPR	
MEC2402 Stress Analysis	3	1	5	1				Pre-requisite: CIV1501 or Students must be enrolled in one of the following Programs: GCEN or METC or MEPR or GCNS or GDNS or MENS or GEPR	
EDC2400 Educating Learners with Special Needs Across Contexts [£]	3	1	6			1			
EDC3100 ICT and Pedagogy	3	1	6			1			25 hours professional experience
CIV2503 Structural Design I	3	2	5	2				Pre-requisite: (ENG1100 and MEC2402) or (ENG1100 and CIV1501 for students enrolled in one of the following: BETC Infrastructure Management major or BENS Infrastructure Management Engineering major) or Students must be enrolled in: GCEN or GEPR	
CIV2502 Structural and Building Technology	3	2	5	2					
ENV3105 Hydrology	3	2	6	2					
EDU5221 [^]	3		6			2			
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	4	1	7			1		Students must be enrolled in: BEDU (Early Child) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Pri	

Major study: Civil Engineering (Major Study Code:16749)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
								mary) or BPED Only - EDP2111	
ENG3003 Engineering Management [†]	4	1	7	1,3					
EDV3401 [^]	4		8			1			25 hours profes sional experi ence
EDV3551 Vocational and Workplace Literacies [^]	4		8			1			
CMG2001 Job Organisation	4	2	7	2					
CIV2702 Municipal Services	4	2	7	2				Pre-requisite: ENV2103 or EN V1101	
EDV3500 Competency Based Training and Assessment [^]	4		8			2			25 hours profes sional experi ence
ENG3111 Technology Design Project	4	2	8	1,2				Pre-requisite: (EN G2102 or ENG1003 or ENG1101) and Undergraduate stu dents must have completed 14 courses in their program.	
Practice Courses									
ENG1901 Engineering Practice 1	1	1,2	2	2,3			C		
CIV2901 Geology and Geomechanics Practice	2	2	3	2,3			C	Pre-requisite or Co- requisite: ENG1901 and CIV2403	
ENV2902 Hydraulics Practice	2	2	3	2,3			C	Pre-requisite or Co- requisite: ENV2103 or ENV1101	
CIV3906 Civil Materials Practice	3	1	4	3			C	Pre-requisite: MEC1201 and ENG1901 or Students must be enrolled in one of the following programs: ADCN or BCON or BCNH	
CIV3907 Civil Systems Practice [*]	3		6	3			C	Pre-requisite: CIV2503 or Students must be enrolled in one of the following Programs: MENS or MEPR	
ENG3909 Work Experience - Technologist [*]	3		6	1,3					

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

[^] On-Campus students should enrol in the external or online offering of this course.

[†] The semester 3 offering of this course is offered in odd numbered years only.

^{*} On-campus students should enrol in the external offering of this course.

Electrical and Electronic Engineering Major recommended enrolment pattern

To satisfy the requirements of the program, students must complete all of the Academic and Practice Courses in the following tables that show the recommended enrolment patterns for on-campus and external students for our Toowoomba campus. Students following a non-standard enrolment pattern should consult the [course specification](#) to ascertain if a course is offered in another term.

Major study: Electrical and Electronic Engineering (Major Study Code:16750)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
ENG1002 Introduction to Engineering and Built Environment Applications	1	1	1	1,2					
ENM1600 Engineering Mathematics	1	1	1	1,2				Enrolment is not permitted in ENM1600 if MAT1102 or MAT1502 has been previously completed	
ENG1101	1	1	2	1,2					
EDC1100	1	1	2			1			
ENG1100 Introduction to Engineering Design	1	2	1	1,2					
ELE1502 Electronic Circuits	1	2	1	2					
EDC1300 The Collaborative Educator	1	2	2			2		Pre-requisite: ESP3100 and Students must be enrolled in one of the following Programs: BEDU or BSED	
ENG2102	1	2	2	2,3					
MEC1201 Engineering Materials	2	1	3	1,2,3					
EDC1200	2	1	3			1			
ELE1301 Computer Engineering	2	1	4	1					
ELE2303 Embedded Systems Design	2	1	4	1				Pre-requisite: ELE1301	
ELE1801 Electrical Technology	2	2	3	2,3				Pre-requisite: ENM1500 or ENM1600 or Students must be enrolled in one of the following Programs: MEPR or GCEN or GEPR	
ELE2503 Electronic Systems	2	2	3	2				Pre-requisite: ELE1502 or Students must be enrolled in the following Program: GCEN or GEPR Students can not be enrolled in ELE2503 and ELE2504 in the same semester Enrolment is not permitted in ELE2503 if ELE2504 has been previously completed	
EDC1400	2	2	4			2			25 hours professional experience

Major study: Electrical and Electronic Engineering (Major Study Code:16750)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
EDC2300 Assessment Practices for Secondary [£]	2	2	4			2		Pre-requisite: ES P1200 or EDC1400 or EDU1100 and Students must be enrolled in one of the following Programs: BEDU or BSED	
ELE2601 Telecommunications Principles	3	1	5	1				Pre-requisite: (ELE1502 and ELE1801) or Students must be enrolled in one of the following Programs: GCEN or METC or GEPR	
ELE2702 Electrical Measurement and Analysis	3	1	5	1				Pre-requisite: (ENM1500 or ENM1600) and ELE1801 or Students must be enrolled in the following Program: GCEN	
EDC2400 Educating Learners with Special Needs Across Contexts [£]	3	1	6			1			
EDC3100 ICT and Pedagogy	3	1	6			1			25 hours professional experience
ELE2501 Electronic Workshop and Production	3	2	5	2				Pre-requisite: (ELE1502 and ELE1301) or Students must be enrolled in the following Program: GCEN	
ELE2101 Control and Instrumentation	3	2	5	2				Pre-requisite: ENM1500 or ENM1600 or Students must be enrolled in one of the following Programs: MEPR or GCEN or GEPR	
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	3	2	6			2		Students must be enrolled in: BEDU (Early Child) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDU5221 [^]	3		6			2			

Major study: Electrical and Electronic Engineering (Major Study Code:16750)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
ELE3803 Electrical Plant	4	1	7	1				Pre-requisite: ELE1801 or Students must be enrolled in one of the following Programs: GCEN or METC or MEPR or GCNS or GDNS or MENS or GEPR	
ENG3003 Engineering Management [†]	4	1	7	1,3					
EDV3401 [^]	4		8			1			25 hours professional experience
EDV3551 Vocational and Workplace Literacies [^]	4		8			1			
ELE3805 Power Electronics Principles and Applications	4	2	7	2				Pre-requisite: (ELE1502 and ELE1801) or Students must be enrolled in one of the following Programs: GCEN or METC or MEPR or GCNS or GDNS or MENS	
ELE3506 Electronic Measurement	4	2	7	2				Pre-requisite: (ELE1502 and (ELE2101 or ELE2103) and (ELE2503 or ELE2504)) or Students must be enrolled in one of the following Programs: GCEN or METC or MEPR or MENS	
EDV3500 Competency Based Training and Assessment [^]	4		8			2			25 hours professional experience
ENG3111 Technology Design Project	4	2	8	1,2				Pre-requisite: (EN G2102 or ENG1003 or ENG1101) and Undergraduate students must have completed 14 courses in their program.	
Practice Courses									
ENG1901 Engineering Practice 1	1	1,2	1	2,3			C		
ELE1911 Electrical and Electronic Practice A	1	2	2	3			C		
ELE2912 Electrical and Electronic Practice B	2	1	3	3			C	Pre-requisite: (ELE1301 and ELE1502 and ELE1801) or Students	

Major study: Electrical and Electronic Engineering (Major Study Code:16750)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
								must be enrolled in one of the following Programs: GDNS or MENS	
ELE2913 Electrical and Electronic Practice C	2	2		2			C	Pre-requisite: (ELE1301 and ELE1502 and ELE1801) or Students must be enrolled in one of the following Programs: GDNS or MENS	
ELE3914 Electrical and Electronic Practice D	3	1	5	2			C	Pre-requisite: (ELE1801 and ELE1301 and ELE1502) or Students must be enrolled in one of the following Programs: MENS or MEPR	
ENG3909 Work Experience - Technologist*	3		6	1,3					

Footnotes

- £ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024
- ^ On-campus students should enrol in the external or online offering of this course.
- † The semester 3 offering of this course is offered in odd numbered years only.
- * On-campus students should enrol in the external offering of this course.

Mechanical Engineering Major recommended enrolment pattern

To satisfy the requirements of the program, students must complete all of the Academic and Practice Courses in the following tables that show the recommended enrolment patterns for on-campus and external students for our Toowoomba campus. Students following a non-standard enrolment pattern should consult the [course specification](#) to ascertain if a course is offered in another term.

Major study: Mechanical Engineering (Major Study Code:16751)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
ENG1002 Introduction to Engineering and Built Environment Applications	1	1	1	1,2					
ENM1600 Engineering Mathematics	1	1	1	1,2				Enrolment is not permitted in ENM1600 if MAT1102 or MAT1502 has been previously completed	
ENG1101	1	1	2	1,2					
EDC1100	1	1	2			1			
MEC1201 Engineering Materials	1	2	1	1,2,3					
CIV1501 Engineering Statics	1	2	1	2,3				Pre-requisite: ENM1600 or (ENM1500 and CIV1500) or Students must be enrolled in one of the following	

Major study: Mechanical Engineering (Major Study Code:16751)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
								Programs: MEPR or GCEN or GEPR	
EDC1300 The Collaborative Educator	1	2	2			2		Pre-requisite: ESP3100 and Students must be enrolled in one of the following Programs: BEDU or BSBD	
ENG2102	1	2	2	2,3					
ENG1100 Introduction to Engineering Design	2	1	3	1,2					
EDC1200	2	1	3			1			
MEC2202 Manufacturing Processes	2	1	4	1				Pre-requisite: MEC1201 or Students must be enrolled in one of the following Programs: MEPR or GCEN	
MEC2402 Stress Analysis	2	1	5	1				Pre-requisite: CIV1501 or Students must be enrolled in one of the following Programs: GCEN or METC or MEPR or GCNS or GDNS or MENS or GEPR	
ELE1801 Electrical Technology	2	2	3	2,3				Pre-requisite: ENM1500 or ENM1600 or Students must be enrolled in one of the following Programs: MEPR or GCEN or GEPR	
MEC2106 Introduction to Thermofluids	2	2	3	2				Pre-requisite: CIV1500 or CIV1501 or Students must be enrolled in one of the following Programs: BENH or BEBC or BEHS or GCEN or MENS or GEPR	
EDC1400	2	2	4			2			25 hours professional experience
EDC2300 Assessment Practices for Secondary [£]	2	2	4			2		Pre-requisite: ES P1200 or EDC1400 or EDU1100 and Students must be enrolled in one of the following Programs: BEDU or BSBD	
MEC2101	3	1	4	1					
MEC2405 Machine Dynamics	3	1	5	1				Pre-requisite: CIV1501 or Students must be enrolled in	

Major study: Mechanical Engineering (Major Study Code:16751)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
								the following Pro gram: GCEN	
EDC2400 Educating Learners with Special Needs Across Contexts [£]	3	1	6			1			
EDC3100 ICT and Pedagogy	3	1	6			1			25 hours profes sional experi ence
MEC2304 Solid Modelling	3	2	5	2					
MEC2301 Design of Machine Elements	3	2	5	2				Pre-requisite: (MEC2402 and ENG1100) or Stu dents must be en rolled in one of the following Programs: MEPR or GCEN or GEPR	
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	3	2	6			2		Students must be en rolled in: BEDU (Early Child) or BEDU (Pri mary) or BEDU (Pri mary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Pri mary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Pri mary) or BPED Only - EDP2111	
EDU5221 [^]	3		6			2			
MEC3203 Materials Technology	4	1	7	1				Pre-requisite: MEC1201 or Students must be enrolled in one of the following Programs: GCEN or METC or GCNS or GDNS or MEPR or MENS	
ENG3003 Engineering Management [†]	4	1	7	1,3					
EDV3401 [^]	4		8			1			25 hours profes sional experi ence
EDV3551 Vocational and Workplace Literacies [^]	4		8			1			
MEC3204 Production Engineering	4	2	7	2					
MEC3303 Mechanical and Mechatronic System Design	4	2	7	2				Pre-requisite: MEC2301 or Students must be enrolled in one of the following Programs: GCEN or METC or GCNS or	

Major study: Mechanical Engineering (Major Study Code:16751)									
Course	Year of program and semester in which course is normally studied						Residential school	Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)				
	Year	Sem	Year	Sem	Year	Sem			
								GDNS or MEPR or MENS	
EDV3500 Competency Based Training and Assessment [^]	4		8			2			25 hours profes sional experi ence
ENG3111 Technology Design Project	4	2	8	1,2				Pre-requisite: (EN G2102 or ENG1003 or ENG1101) and Undergraduate stu dents must have completed 14 courses in their program.	
Practice Courses									
ENG1901 Engineering Practice 1	1	1	2	2,3			C		
MEC2901 Mechanical Practice 1	1	1	3				C		
MEC2902 Mechanical Practice 2	2	1	4	1			C		
MEC3903 Mechanical Practice 3	2	2	4	2			C		
MEC3904 Mechanical Practice 4	3	2	6	2			C	Pre-requisite: MEC3102 or MEC2106 or Students must be enrolled in one of the following Programs: GDNS or MENS or MEPR	
ENG3909 Work Experience - Technologist [*]	3		6	1,3					

Footnotes

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[†] The semester 3 offering of this course is offered in odd numbered years only.

^{*} On-campus students should enrol in the external offering of this course.

Postgraduate programs

Graduate Certificate of Early Childhood Education and Care (GCCH) - GCCH

	External
Start:	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Fees:	Commonwealth supported place Domestic full fee paying place
Standard duration:	1 year part-time, up to 2 years part-time

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

This program is offered from Semester 1, 2022.

Programs at UniSQ regularly undergo a comprehensive re-accreditation process to assure their relevance and quality. This program occurs in a suite of five Early Childhood programs which are accredited with the [Australian Children's Education & Care Quality Authority \(ACECQA\)](#). The suite of five Early Childhood programs which are accredited with ACECQA consist of the ; [Master of Learning and Teaching \(Early Years\)](#), the ; [Graduate Diploma of Early Childhood Education and Care](#), the ; [Graduate Certificate of Early Childhood Education and Care](#), the ; [Bachelor of Education \(Early Childhood\)](#) and the ; [Bachelor of Early Childhood](#).

This program qualifies graduates as an Early Childhood Teacher (ECT) to teach children from birth to five years old. These prior-to-school settings are known differently throughout Australia, such as early learning centres, preschools, long day care and kindergarten. This program does not qualify graduates to teach in primary school settings. This nested program includes eight courses, which are drawn from other UniSQ Early Childhood Education programs and qualifies graduates as an ECT.

Note: Students can enrol in a maximum of two courses per semester due to the time constraints which are required to attend professional experience placements. This 1 year enrolment pattern is provided to accommodate students' needs, many of whom, in addition to study, are teaching on a full or part-time basis. Therefore, this qualification can only be studied part-time.

Contact us

Future Australian and New Zealand students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Professional accreditation

This program is an approved early childhood teacher qualification with the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#) .

Program aims

The GCCH is offered to enable the completion of three semesters of study in one year, which includes 60 days of professional experience. This program prepares already qualified registered teachers with a pathway to become an ECT with qualifications to work with learners from birth to five years of age. This program is designed for graduates to be eligible to be employed as the registered ECT in prior-to-school settings including early learning centres, preschools, long day care, kindergartens or as an educator within a family day care or traditional day care setting.

Program objectives

The program objectives align with the requirements of ACECQA. On successful completion of the program, graduates will be able to demonstrate that they:

- know and understand the characteristics of babies and young children and how they develop and learn
- know and understand the regulations and learning frameworks that govern diverse early childhood settings
- can collaborate with others to plan for the effective implementation of age appropriate programs for child engagement, development and learning
- can create and maintain supportive, socially inclusive and safe learning environments within diverse settings
- can observe, interpret, assess, provide feedback and report on child development and learning
- can engage in professional learning to develop and improve practice
- can engage professionally with colleagues, parents/carers, stakeholders and the community

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 08. Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Academic entry criteria

- Completion of an undergraduate initial teacher education qualification in Primary or Secondary Education which leads to teacher registration, such as a Bachelor of Education
Or
- Completion of a postgraduate initial teacher education qualification in Primary or Secondary Education which leads to teacher registration, such as a Master of Learning and Teaching
And
- English language requirements apply to applicants whose previous undergraduate study was completed in a country other than Australia, Canada, New Zealand, Republic of Ireland, United Kingdom or the United States of America or undertaken in a language other than English. Applicants from a non-English speaking background must attain an IELTS score of at least 6.5 with a minimum of 6.5 in reading, writing, listening and speaking.

Non-academic entry criteria

- Students must be available for a prescribed period of time to undertake the majority of the supervised Professional Experience placements in an Australian Early Childhood setting, or at another approved site as required by the program. Some childcare centres may require evidence of vaccination prior to undertaking professional experience at the site. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card (Blue Card or Exemption Card). Students in other Australian states or in overseas contexts need to ensure they have complied with the equivalent requirements and have registered the details with the UniSQ Education Placement Office.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

Program structure

This online and external program is comprised of four courses which can be completed in one year with enrolment in three consecutive semesters (refer to the Recommended Enrolment Patterns for either Semester 1, Semester 2 or Semester 3 entry). The program structure consists of one course that is specific for leading in early childhood education and three courses which have embedded and assessed professional experience to cover the age range in prior-to-school settings. The required 60 days of professional experience includes 10 days with children under three years of age (birth-35 months) and at least 20 days with children aged three until before they start formal schooling, including days with children under five years of age. Students intending to complete the program in 1 year with three consecutive semesters of study are advised to follow the recommended enrolment pattern with a Professional Experience placement every semester.

Program completion requirements

To graduate from this program, students must complete all eight units which includes 60 days supervised Professional Experience.

Required time limits

This program is able to be completed in 1 year by studying four courses and enrolling in three consecutive semesters. Due to the time constraints required to attend professional experience placements, this qualification can only be studied part-time. Students have a maximum of 2 years to complete this program.

Core courses

Course	Semester of offer External/Online
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy	1, 2
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts[£]	1, 3
EDM8018 Leading in Early Childhood[£]	2, 3
EDU4160 Numeracy, Literacy and STEM in Early Childhood[£]	3

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Major studies

The program consists of courses that specialise in the development, care and education of children from birth to five years, including the transition to school. The program is inclusive of early childhood education and curriculum studies, teaching pedagogies and professional experience. The historical and comparative perspectives of early childhood are interwoven with contemporary theories and practices for developing family and community partnerships.

Professional experience

Professional Experience is a mandated component of this program which is an embedded and assessed requirement in three courses for a total of 60 days. The major areas of study include the principles and practices of early childhood education and care, key issues in the early childhood education and care which includes working with families and applying knowledge, skills and capabilities in professional experience. [EDM5014 Planning for Learning: Curriculum, Play and Pedagogy](#) includes 20 days professional experience with children aged 3 – 5 years that is supervised by a registered teacher. In [EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts](#)[£], students will gain an extensive understanding of the early years through 10 days supervised placement with children in a birth to 35 months context. The program requires 30 days of placement with children before they start formal schooling or another approved context in [EDU4160 Numeracy, Literacy and STEM in Early Childhood](#)[£].

Students intending to complete the program in 1 year are advised on the importance of attending a Professional Experience placement every semester by meeting pre-requisites, complying with placement requirements, communicating with the [UniSQ Education Placement Office](#) and by taking sufficient personal and professional responsibility to attend sites as required throughout the program.

The placements in early childhood contexts or other approved settings are organised by the UniSQ Education Placement Office and the calendar of placement dates are scheduled in advance. At UniSQ, Professional Experience placements are managed through the [InPlace](#) online software management system. The expectation is that students will usually attend block placements which are embedded throughout their program unless alternative arrangements are approved by UniSQ.

The majority of the supervised placements must be attended in an Australian school setting. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)) on enrolment. Students must hold a current valid Blue Card throughout the duration of each Professional Experience. The University is legally obliged to warn students that it is an offence for a disqualified person to submit a Blue Card application. Students in other Australian states or in overseas contexts need to ensure that they have complied with the equivalent requirements and have registered the details with the UniSQ Education Placement Office. Students should keep their Blue Card on them at all times while attending a Professional Experience placement.

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

IT requirements

This program is studied through online courses and external placement courses for Professional Experience. For information regarding technology requirements, please refer to the [UniSQ minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state in which they are completing their [Professional Experience](#).

There is no fee for a student Blue Card, but the program has additional costs associated with Professional Experience. Every effort is made to place students within a reasonable distance of their home; however students are also encouraged to consider a rural, regional or remote placement. There may be costs associated with travel, accommodation, meal expenses, incidentals and the possible loss of income from other paid employment.

There may be costs associated with travel, accommodation, meal expenses, incidentals and the possible loss of income from other paid employment.

All students are expected to commit themselves to the highest standards of personal and professional behaviour as defined in the [Early Childhood Australia Code of Ethics](#).

Articulation

There is no articulation pathway into the [MELT Master of Learning and Teaching \(Early Years\)](#) due to the specific entry requirements for the program. On successful completion of this program, graduates may progress to a range of other coursework programs

Related programs

The suite of five Early Childhood programs which are accredited with ACECQA consist of the [MELT Master of Learning and Teaching \(Early Years\)](#), the [GDCH Graduate Diploma of Early Childhood Education and Care](#), the [GCCH Graduate Certificate of Early Childhood Education and Care](#), the [BEED Bachelor of Education \(Early Childhood\)](#) and the [BECH Bachelor of Early Childhood](#).

Exit points

A student who chooses not to complete the program or who does not maintain good standing in this program is not able to exit with a lesser qualification. There are no exit points to leave the GCCH with a lesser award.

Credit

Candidates eligible for admission into this program may be eligible credit on the basis of successful completion of relevant, equivalent postgraduate level study completed at a recognised university or institution.

Credit approved in this program will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please visit our [website](#).

Recommended enrolment pattern - Semester 1 entry

For a student to be eligible to graduate in 1 year, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts £			1	1			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	10 days Professional Experience with children under 3 years of age

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy			1	2			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	20 days Professional Experience with children aged 3 -5 years (Kindergarten)
EDM8018 Leading in Early Childhood [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	
EDU4160 Numeracy, Literacy and STEM in Early Childhood [£]			1	3			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH	30 days Professional Experience with children under 5 years of age or as approved by UniSQ

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Recommended enrolment pattern - Semester 2 entry

For a student to be eligible to graduate in 1 year, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy			1	2			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	20 days Professional Experience with children aged 3 -5 years (Kindergarten)
EDM8018 Leading in Early Childhood [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	
EDU4160 Numeracy, Literacy and STEM in Early Childhood [£]			1	3			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH	30 days Professional Experience with children under 5 years of age or as approved by UniSQ
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts [£]			1	1			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	10 days Professional Experience with children under 3 years of age

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Recommended enrolment pattern - Semester 3 entry

For a student to be eligible to graduate in 1 year, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM8018 Leading in Early Childhood [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	
EDU4160 Numeracy, Literacy and STEM in Early Childhood [£]			1	3			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH	30 days Professional Experience with children under 5 years of age or as approved by UniSQ
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts [£]			1	1			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	10 days Professional Experience with children under 3 years of age
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy			1	2			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	20 days Professional Experience with children aged 3 -5 years (Kindergarten)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Graduate Certificate of Education (GCED) - GradCertEd

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Graduate Certificate of Education](#) which will be offered from Semester 2, 2016.

	On-campus	Online
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	1 semester full-time (student-led pathway only), up to 2 years part-time	
Program articulation:	To: Graduate Diploma of Education (Commonwealth Supported Place (CSP)) or Graduate Diploma of Education (Full Fee Paying (FFP)) or ; Master of Education (Commonwealth Supported Place (CSP)) or Master of Education (Full Fee Paying (FFP))	

Notes:

This program does not qualify students for teacher registration in Queensland. To qualify for teacher registration in Queensland, please refer to the ; [Graduate Diploma of Learning and Teaching](#) and ; .

Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.

All modes of study are supported with the UniSQ StudyDesk. It is possible to complete the program via a combination of delivery modes.

Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

The Career Development specialisation meets the professional learning needs of professionals working in teaching, counselling, training, employment, community development, or information management roles who support the career planning and development of students, clients, and organisations. The Career Development specialisation addresses core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the [Career Industry Council of Australia](#) as a qualification for the status of professional career development practitioner under the Professional Standards.

Program objectives

Students who successfully complete the Graduate Certificate of Education will have acquired advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates will be able to demonstrate:

- advanced theoretical and technical knowledge in one or more disciplines or areas of practice

- the ability to analyse critically, evaluate and transform information to complete a range of activities
- the ability to analyse, generate and transmit solutions to complex problems
- the ability to transmit knowledge, skills and ideas to others
- the ability to apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner.

Program aims

The aim of this program is to provide professionals in education, training and development with graduate-certificate level coursework that will engage with educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. The program aims to:

- facilitate the development and consolidation of knowledge and skills in teaching and learning in community, professional and workplace learning settings that are informed by contemporary learning theory and futures-oriented approaches
- support the application of these knowledges and skills through learner-centred design, flexible delivery and individualise an authentic assessment to enhance quality of services for their learners.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

A tertiary qualification at bachelor degree or equivalent (AQF level 7) from a recognised institution.

For applicants who have a Bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, the Graduate Certificate of Education provides a pathway into the Master of Education. Upon completion and achievement of a minimum GPA of 4.0, students will be eligible for entry into the Master of Education.

Students who complete the Graduate Certificate of Education and maintain satisfactory academic standing (GPA 3.5) but do not achieve a GPA of 4.0 can articulate into the Graduate Diploma of Education. On successful completion of the Graduate Diploma of Education, students can articulate into the Master of Education provided other program entry requirements are met.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Graduate Certificate of Education consists of 4 units of postgraduate study in an education-related field.

Specialisations

The following specialisations are available in the Graduate Certificate of Education:

- Adult, Professional and Workplace Learning
- Applied Linguistics
- Career Development
- Digital Learning Environments
- Early Childhood
- Educational Leadership
- Guidance and Counselling
- Special Education
- Tertiary Teaching
- TESOL.

A Student-Led Pathway is also available.

Program completion requirements

To be awarded a Graduate Certificate of Education, a student must have completed four approved units at postgraduate level. To be awarded a named specialisation, a student must have completed the four courses in the required enrolment pattern.

Students will enrol in the Graduate Certificate of Education on either a full-time or a part-time basis. International on-campus students must be enrolled full-time.

Required time limits

Students have a maximum of two years to complete this program.

Electives/Approved courses

Education Postgraduate Discipline Courses*	Discipline Focus	Projected Semester Offers
EDR8000	Research	1,2,3
EDR8001	Research	1,2,3
EDU5010	Early Childhood	2
EDU5112	ICT	3
EDU5221	Adult, Professional and Workplace Learning	2
EDU5321 Educating Students with Special Needs	Special Education	1,3
EDU5322	Special Education	3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention	Special Education	1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents	Guidance and Counselling; Special Education	2

EDU5601 Designing for Flexible Learning Environments [*]	Online and Distributed Learning, Adult, Professional and Workplace Learning	1
EDU5702		2
EDU5703	Curriculum and Pedagogical Leadership	3
EDU5705	Curriculum and Pedagogical Leadership	1
EDU5713	Curriculum and Pedagogical Leadership; Adult, Professional and Workplace Learning	1,3
EDU5760 [^]	Adult, Professional and Workplace Learning; Early Education; TESOL; Applied Linguistics	1,2
EDU8007	Early Childhood	1
EDU8011	Early Childhood	2
EDU8111	Online and Distributed Learning	3
EDU8114	Online and Distributed Learning	1
EDU8117	Online and Distributed Learning	2
EDU8311	Leading and Managing Education Organisations	1
EDU8312	Curriculum and Pedagogical Leadership	1
EDU8314	Leading and Managing Education Organisations	1,3
EDU8317 Individual Assessment and Testing	Guidance and Counselling; Special Education; Career Development	1
EDU8318	Leading and Managing Education Organisations	2
EDU8319 Marketing Your Educational Organisation	Leading and Managing Education Organisations	3
EDU8324 Learning Difficulties: Reading	Special Education	2
EDU8326 Learning Difficulties: Mathematics	Special Education	1
EDU8328 Consultation and Communication: Theory and Practice	Career Development; Guidance and Counselling; Special Education	2,3
EDU8331 Career Development in Educational Settings	Guidance and Counselling; Career Development	2
EDU8332 Introduction to Counselling in Educational Contexts	Guidance and Counselling; Career Development	1
EDU8333 Advanced Counselling in Educational Contexts	Guidance and Counselling	2
EDU8338 Autism	Special Education	3

EDU8400 Mentoring and Coaching	Adult, Professional and Workplace Learning; Curriculum and Pedagogical Leadership; Leading and Managing Educational Organisations	2
EDU8406	Curriculum and Pedagogical Leadership; Adult, Professional and Workplace Learning	2
EDU8415		1
EDU8500 Australian Aboriginal and Torres Strait Islander Peoples' Education and Issues	Multicultural Education	1
EDU8501	Special Education	2
EDU8502 Cultural Diversity Challenges in the Classroom	Multicultural Education	1
EDU8503	Multicultural Education	2
EDU8504	Guidance and Counselling	2,3
EDU8505	Special Education	2
EDU8506	Adult, Professional and Workplace Learning; Curriculum and Pedagogical Leadership	3
EDU8508 Engaging with Indigenous Communities	Multicultural Education	3
EDU8509 Positive Behaviour Support within School Contexts	Special Education	1
EDU8510 Building Pedagogical Leadership Capacity	Curriculum and Pedagogical Leadership; Leading and Managing Educational Organisations	2
EDU8511	Special Education	1
EDU8512 Pasifika Education	Multicultural Education	1
EDU8513	Early Education	3
EDU8605	Online and Distributed Learning; Adult, Professional and Workplace Learning	1
EDU8606 Lifelong Career Development	Adult, Professional and Workplace Learning; Career Development	1
EDU8701	Adult, Professional and Workplace Learning	1
EDU8704 New Pedagogies	Multicultural Education	2
EDU8705 Personal Pedagogy in Context	Multicultural Education	1
EDU8712	Curriculum and Pedagogical Leadership	3
EDU8719 Contemporary Issues Conference		2

LAW8710 Australian Law for Educators	Leading and Managing Educational Organisations	2
LIN5000 The Nature of Language	Applied Linguistics; TESOL	1,2
LIN5001	Applied Linguistics; TESOL	2
LIN8001 Principles of Second Language Learning	Applied Linguistics; TESOL	1,2
LIN8002 Methodology in Teaching a Second Language	TESOL	2
LIN8003 Language Program Management	Applied Linguistics; TESOL	2
LIN8006 Technology-Enhanced Language Teaching	Applied Linguistics; TESOL	1,2
LIN8007	Applied Linguistics	1,3
LIN8015	Applied Linguistics	2,3
LIN8019 Teaching Languages to Young Learners	Applied Linguistics; TESOL	2
LIN8020	Applied Linguistics; TESOL	1
PRL8007 Community Participation		1

Footnotes

* Subject to approval of the Program Coordinator and provided necessary pre-requisites are met.

^ Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements..

Professional experience

Professional experience is required in the Early Childhood and the Adult, Professional and Workplace Learning specialisations.

IT requirements

Students must have reliable and ready access to e-mail and the Internet. See [minimum computing standards](#) for more information.

Articulation

Upon successful completion of the Graduate Certificate of Education with a minimum GPA of 4.0, a student may articulate into the [Master of Education](#), [Master of Education \(Full Fee Paying\)](#), , and [Master of Applied Linguistics](#).

Credit

The maximum credit granted will be no more than half of the program units (two units). Within this limit, credit will be granted for relevant studies successfully completed at postgraduate level in the last five years and may be considered for studies successfully completed in the last 10 years. In consideration of these guidelines, the following points warrant particular consideration:

- transfer of credit from other incomplete UniSQ award programs may be permitted where there is similar or appropriate content
- advanced standing for other formal awards from recognised educational institutions will be assessed using the [Australian Qualifications Framework](#) Recognition of Prior Learning principles
- other completed and assessed professional development and workplace learning may credit into the program when assessed by the Faculty of Business, Education, Law and Arts as equivalent to a full UniSQ course.

Students should contact the Faculty of Business, Education, Law and Arts before applying for credit, and follow the guidelines for [prior learning and work experience](#).

Student-Led Pathway

Students may choose any four of the courses listed in the [Education Postgraduate Courses table](#).

Adult, Professional and Workplace Learning

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU8701					1	1		
EDU5713	1	3			1	1,3		
EDU5760				1,2				Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.

Complete one of the following approved courses:

EDU5221					1	2		
EDU5601 Designing for Flexible Learning Environments					1	1		This course is offered in odd-numbered years.
EDU8406					1	2		
EDU8606 Lifelong Career Development					1	1		
EDU8605					1	1		

Applied Linguistics

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
LIN5000 The Nature of Language	1	1,2			1	1,2	
LIN8001 Principles of Second Language Learning	1	1,2			1	1	
EDR8005 Discourse Analysis	1	1			1	1,2	
LIN8015	1	2			1	2,3	

Career Development

The Career Development specialisation meets the professional learning needs of professionals working in teaching, counselling, training, employment, community development, or information management roles who support the career planning and development of students, clients, and organisations. The Career Development specialisation addresses core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the [Career Industry Council of](#)

Australia as a qualification for the status of professional career development practitioner under the Professional Standards.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
EDU8606 Lifelong Career Development					1	1	
EDU8331 Career Development in Educational Settings					1	2	
EDU8332 Introduction to Counselling in Educational Contexts					1	1	
Complete one of the following approved courses:							
EDU8406					1	2	
EDU8605					1	1	
EDU8328 Consultation and Communication: Theory and Practice					1	2,3	

Digital Learning Environments

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
EDU5112					1	3	
EDU8111					1	2	
EDU8114					1	1	
EDU8117					1	2	

Early Childhood

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU5010					1	2		
EDU8000 Early Childhood Principles and Practices				1				15 days professional experience.
EDU8007					1	1		
EDU8011					1	2		

Educational Leadership

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
EDU5221					1	2	
EDU8312					1	1	
EDU8314					1	1,3	
EDU8318					1	2	

Guidance and Counselling

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
EDU8328 Consultation and Communication: Theory and Practice					1	2,3	
EDU8332 Introduction to Counselling in Educational Contexts					1	1	
EDU8333 Advanced Counselling in Educational Contexts					1	2	Pre-requisite: EDU8332
Complete one of the following approved courses:							
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention					1	1,3	Enrolment is not permitted in EDU5325 if EDU3325 has been previously completed.
EDU5335 Emotional and Behavioural Problems of Children and Adolescents					1	2	Enrolment is not permitted in EDU5335 if EDU3335 has been previously completed.

Special Education

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
EDU5321 Educating Students with Special Needs					1	1,3	
EDU8328 Consultation and Communication: Theory and Practice					1	2,3	
EDU5322					1	3	
Complete one of the following approved courses:							
EDU8324 Learning Difficulties: Reading					1	2	
EDU8326 Learning Difficulties: Mathematics					1	1	

Tertiary Teaching

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU5702					1	2		Students require access to learning and teaching environments in a higher education setting.
EDU5713	1	3			1	1,3		
EDU5705					1	1		
EDU8701					1	1		

Teaching English Language to Speakers of Other Languages (TESOL)

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
LIN5000 The Nature of Language	1	1,2			1	1,2	

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
LIN8001 Principles of Second Language Learning	1	1,2			1	1	
LIN8002 Methodology in Teaching a Second Language	1	1,2			1	2	
LIN8007		2			1	1,3	

Graduate Certificate of Education (Special Education) (GCEE) - GradCertEd

	Online
Start:	Semester 1 (February) Semester 2 (July)
Fees:	Commonwealth supported place
Standard duration:	0.5 years full-time
Program articulation:	To: Graduate Diploma of Education (Commonwealth Supported Place (CSP)) or Graduate Diploma of Education (Full Fee Paying (FFP)) or ; Master of Education (Commonwealth Supported Place (CSP)) or Master of Education (Full Fee Paying (FFP))

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

This program does not qualify students for teacher registration in Queensland. To qualify for teacher registration in Queensland, please refer to the ; [Master of Learning and Teaching \(Early Years\)](#), ; [Master of Learning and Teaching \(Primary\)](#) and ; [Master of Learning and Teaching \(Secondary\)](#) programs.

Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.

All modes of study are supported with the UniSQ StudyDesk. It is possible to complete the program via a combination of delivery modes.

Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Contact us

Future Australian and New Zealand students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

Students who successfully complete the Graduate Certificate of Education (Special Education) will have acquired advanced knowledge and understanding of key issues and trends within contemporary education and within the specialised area of special education. Graduates will be able to:

- (1) apply the concept of differentiation and critically analyse its place in inclusive education,
- (2) identify the factors that contribute to reading difficulties and apply problem-solving skills to design reading assessments,
- (3) select, evaluate and modify resources for instructing students with reading difficulties,
- (4) apply established theories and knowledge about the development of children and adolescents to the social and adjustment problems which many children and youth experience,
- (5) demonstrate an understanding of multilevel strategies for mental health promotion and intervention in educational contexts.

Program aims

The Graduate Certificate of Education (Special Education) will provide you with the foundational specialist knowledge and skills to work within education settings facilitating inclusion of all learners, particularly those with disabilities and additional learning needs. There is a specific focus on positive behaviour support, autism, differentiation, learning difficulties, wellbeing and trauma-informed practice. This graduate certificate is an

entry point to the Master of Education (Special Education), which equips graduates with research skills that can be applied to a research project in special education work contexts.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- 3-year bachelor degree from an Australian university, or equivalent.
- English Language Proficiency requirements for Category 3.

For applicants who have a bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, the Graduate Certificate of Education (Special Education) provides a pathway into the Master of Education. Upon completion and achievement of a minimum GPA of 4.0, students will be eligible for entry into the Master of Education.

Students who complete the Graduate Certificate of Education (Special Education) and maintain satisfactory academic standing (GPA 3.5) but do not achieve a GPA of 4.0 can articulate into the Graduate Diploma of Education. On successful completion of the Graduate Diploma of Education, students can articulate into the Master of Education provided other program entry requirements are met.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Program structure

Course	Semester of Offer Distance/Online
Select four of the following courses:	
EDU8706 Differentiation	2
EDU8324 Learning Difficulties: Reading	2

EDU5335 Emotional and Behavioural Problems of Children and Adolescents[£]	1, 2, 3
EDU8326 Learning Difficulties: Mathematics[£]	1
EDU8509 Positive Behaviour Support within School Contexts	1
EDU8707 Wellbeing in Educational Contexts	1
EDU8328 Consultation and Communication: Theory and Practice[£]	2, 3
EDM8014 English Literacy and Special Educational Needs	1, 2

Footnotes

[£] In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Required time limits

Students have a maximum of one year to complete this program.

IT requirements

Students must have reliable and ready access to e-mail and the Internet. See [minimum computing standards](#) for more information.

Articulation

Upon successful completion of the Graduate Certificate of Education (Special Education) with a minimum GPA of 4.0, a student may articulate into the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#). Alternatively, upon successful completion of the Graduate Certificate of Education with a minimum GPA of 3.5, a student may articulate into the [Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#).

Graduate Certificate of Education (Special Education) Recommended Enrolment Pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Required Courses:							
EDU8706 Differentiation						2	
EDU8324 Learning Difficulties: Reading						2	
EDU5335 Emotional and Behavioural Problems of Children and Adolescents [£]						1, 2, 3	Enrolment is not permitted in EDU5335 if EDU3335 has been previously completed.
EDU8326 Learning Difficulties: Mathematics [£]						1	
EDU8509 Positive Behaviour Support within School Contexts						1	
EDU8707 Wellbeing in Educational Contexts						1	
EDU8328 Consultation and Communication: Theory and Practice [£]						2, 3	
EDM8014 English Literacy and Special Educational Needs						1, 2	Enrolment is not permitted in EDM8014 if EDM8002 has been previously completed.

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year.
Graduate Certificate of Education (Special Education) (GCEE) - GradCertEd (2023)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Graduate Certificate of Education (GCEF) - GradCertEd

QTAC code (Australian and New Zealand applicants): Online: GCEF03

Programs at UniSQ regularly undergo a comprehensive re-accreditation process to assure their relevance and quality. This program has recently been re-accredited and, as a consequence, is undergoing some changes. If you have any questions, please [contact us](#).

	On-campus	Online
Start:	Semester 1 (February) Semester 2 (July)	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	1 semester full-time (student-led pathway only), up to 2 years part-time	
Program articulation:	To: Graduate Diploma of Education (Commonwealth Supported Place (CSP)) or Graduate Diploma of Education (Full Fee Paying (FFP)) or ; Master of Education (Commonwealth Supported Place (CSP)) or Master of Education (Full Fee Paying (FFP))	

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

This program does not qualify students for teacher registration in Queensland. To qualify for teacher registration in Queensland, please refer to the ;

Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.

All modes of study are supported with the UniSQ StudyDesk. It is possible to complete the program via a combination of delivery modes.

Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Contact us

Programs at UniSQ are regularly reviewed to ensure they remain professionally-relevant, in order to enhance the graduate outcomes of our students. This program is currently under review and is as a consequence likely to undergo some changes. Full details will be available when it is approved. If you have any questions, please [contact us](#) directly.

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

The Career Development specialisation meets the professional learning needs of professionals working in teaching, counselling, training, employment, community development, or information management roles who support the career planning and development of students, clients, and organisations. The Career Development specialisation addresses core and selected specialist competencies from the Professional Standards for Australian

Career Development Practitioners, and it has been officially endorsed by the [Career Industry Council of Australia](#) as a qualification for the status of professional career development practitioner under the Professional Standards.

Program objectives

Students who successfully complete the Graduate Certificate of Education will have acquired advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates will be able to demonstrate:

- synthesise and apply advanced theoretical and technical knowledge to contemporary and emerging educational issues, ideas, policies and debates with regard to professional practice,
- analyse, evaluate complex educational contexts to critically reflect on cultural norms and practices in educational settings nationally and globally,
- communicate effectively in academic, professional and community contexts via multiple modes,
- communicate ways of working respectfully and collaboratively with Aboriginal and Torres Strait Islander peoples and communities, and culturally and linguistically diverse peoples and communities.

Program aims

The aim of this program is to provide professionals in education, training and development with graduate-certificate level coursework that will engage with educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. The program aims to:

- facilitate the development and consolidation of knowledge and skills in teaching and learning in community, professional and workplace learning settings that are informed by contemporary learning theory and futures-oriented approaches
- support the application of these knowledges and skills through learner-centred design, flexible delivery and individualise an authentic assessment to enhance quality of services for their learners.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 08. Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- 3-year bachelor degree from an Australian university or equivalent.
- English Language Proficiency requirements for Category 3.

For applicants who have a Bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, the Graduate Certificate of Education provides a pathway into the Master of Education. Upon completion and achievement of a minimum GPA of 4.0, students will be eligible for entry into the Master of Education.

Students who complete the Graduate Certificate of Education and maintain satisfactory academic standing (GPA 3.5) but do not achieve a GPA of 4.0 can articulate into the Graduate Diploma of Education. On successful completion of the Graduate Diploma of Education, students can articulate into the Master of Education provided other program entry requirements are met.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Graduate Certificate of Education consists of 4 units of postgraduate study in an education-related field.

Specialisations

The following specialisations are available in the Graduate Certificate of Education:

- Career Development
- Counselling in Educational Contexts
- Special and Inclusive Education
- General (no named specialisation will appear on the Testamur)

Program completion requirements

To be awarded a Graduate Certificate of Education, a student must have completed four approved units of postgraduate study in the specialisation, or in the general pathway.

Students will enrol in the Graduate Certificate of Education on either a full-time or a part-time basis.

Required time limits

Students have a maximum of two years to complete this program.

IT requirements

Students must have reliable and ready access to e-mail and the Internet. See [minimum computing standards](#) for more information.

Articulation

Upon successful completion of the Graduate Certificate of Education with a minimum GPA of 4.0, a student may articulate into the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#). Alternatively, upon successful completion of the Graduate Certificate of Education with a minimum GPA of 3.5, a student may articulate into the [Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#).

Credit

The maximum credit granted will be no more than half of the program units (two units). Within this limit, credit will be granted for relevant studies successfully completed at postgraduate level in the last ten years. In consideration of these guidelines, the following points warrant particular consideration:

- transfer of credit from other incomplete UniSQ award programs may be permitted where there is similar or appropriate content
- advanced standing for other formal awards from recognised educational institutions will be assessed using the [Australian Qualifications Framework](#) Recognition of Prior Learning principles
- other completed and assessed professional development and workplace learning may credit into the program when assessed by the Faculty of Business, Education, Law and Arts as equivalent to a full UniSQ course.

Students should contact the Faculty of Business, Education, Law and Arts before applying for credit, and follow the guidelines for [prior learning and work experience](#).

Career Development

The Career Development specialisation meets the professional learning needs of professionals working in teaching, counselling, training, employment, community development, or information management roles who support the career planning and development of students, clients, and organisations. The Career Development specialisation addresses core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the [Career Industry Council of Australia](#) as a qualification for the status of professional career development practitioner under the Professional Standards.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Required courses:							
EDU8606 Lifelong Career Development						1	
EDU8331 Career Development in Educational Settings						2	
EDU8332 Introduction to Counselling in Educational Contexts						1	
EDU8328 Consultation and Communication: Theory and Practice [£]						2,3	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Counselling in Educational Contexts

Students will have the opportunity to undertake a course in Mental Health Promotion and Intervention or responses to child abuse and neglect.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Required courses:							
EDU8328 Consultation and Communication: Theory and Practice [£]						2,3	
EDU8332 Introduction to Counselling in Educational Contexts						1	
EDU8333 Advanced Counselling in Educational Contexts						2	Pre-requisite: EDU8332

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention [£]						1,3	Enrolment is not permitted in EDU5325 if EDU3325 has been previously completed.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Special and Inclusive Education

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Complete four (4) of the following approved courses:								
EDU8324 Learning Difficulties: Reading						2		
EDU5321 Educating Students with Special Needs[£]						1,3		
EDU8326 Learning Difficulties: Mathematics						1		
EDU8338 Autism[£]						3		
EDU8509 Positive Behaviour Support within School Contexts						1		
EDU5324 Trauma, Behaviour and Learning[£]						3		
EDU8706 Differentiation						2		
EDU8707 Wellbeing in Educational Contexts						1		
EDU8821 Professional Practice in Special/Inclusive Education						2		Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

General Pathway

For Students choosing this pathway, no named specialisation will appear on their Testamur.

Complete four Education postgraduate courses.

Graduate Certificate of Education (Guidance and Counselling) (GCEG) - GradCertEd

	Online
Start:	Semester 1 (February) Semester 2 (July)
Fees:	Commonwealth supported place
Standard duration:	0.5 years full-time
Program articulation:	To: Graduate Diploma of Education (Commonwealth Supported Place (CSP)) or Graduate Diploma of Education (Full Fee Paying (FFP)) or ; Master of Education (Commonwealth Supported Place (CSP)) or Master of Education (Full Fee Paying (FFP))

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

This program does not qualify students for teacher registration in Queensland. To qualify for teacher registration in Queensland, please refer to the ; [Master of Learning and Teaching \(Early Years\)](#), ; [Master of Learning and Teaching \(Primary\)](#) and ; [Master of Learning and Teaching \(Secondary\)](#) programs.

Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.

All modes of study are supported with the UniSQ StudyDesk. It is possible to complete the program via a combination of delivery modes.

Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Contact us

Future Australian and New Zealand students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

Students who successfully complete the Graduate Certificate of Education (Guidance and Counselling) will have acquired advanced knowledge and understanding of key issues and trends within contemporary education and within the specialised area of guidance and counselling. Graduates will be able to:

- (1) define, critically evaluate and apply key concepts in collaborative consultation including the micro-skills for communication
- (2) demonstrate an understanding of the concept of career, the changing nature of the world of work, and how it relates to career guidance, careers education and career development
- (3) compare and contrast major theories of career development and analyse implications for approaches to career development, guidance and education
- (4) identify and articulate the interrelationships between lifelong learning, life-wide learning, and learning futures
- (5) apply practical skills in case management for education contexts and professional practice.

Program aims

The Graduate Certificate of Education (Guidance and Counselling) provides you with the foundational knowledge and practices to extend your teaching career to become a guidance officer, guidance counsellor or school counsellor. This graduate certificate is an entry point to the Master of Education (Guidance and

Counselling), which equips graduates to develop the research skills that can be applied to a research project in guidance and counselling work contexts.

Students planning to work as a Guidance Officer in Education Queensland's state schools usually require registration as a teacher in addition to the Master of Education (Guidance and Counselling). Counselling roles in schools in the Independent or Catholic sectors in Queensland may have different requirements. You should check the requirements with your prospective employer.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- 3-year bachelor degree from an Australian university, or equivalent.
- English Language Proficiency requirements for Category 3.

For applicants who have a bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, the Graduate Certificate of Education (Guidance and Counselling) provides a pathway into the Master of Education. Upon completion and achievement of a minimum GPA of 4.0, students will be eligible for entry into the Master of Education.

Students who complete the Graduate Certificate of Education (Guidance and Counselling) and maintain satisfactory academic standing (GPA 3.5) but do not achieve a GPA of 4.0 can articulate into the Graduate Diploma of Education. On successful completion of the Graduate Diploma of Education, students can articulate into the Master of Education provided other program entry requirements are met.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Program structure

Course	Semester of Offer Distance/Online
Select four of the following courses:	

EDU8328 Consultation and Communication: Theory and Practice [£]	2, 3
EDU8331 Career Development in Educational Settings	2
EDU8706 Differentiation	2
EDM8011 Multiple Pathways in Secondary Schools	1, 2
EDU8332 Introduction to Counselling in Educational Contexts	1
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention [£]	1, 3
EDU8317 Individual Assessment and Testing	1
EDU5335 Emotional and Behavioural Problems of Children and Adolescents [£]	1, 3

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Required time limits

Students have a maximum of one year to complete this program.

IT requirements

Students must have reliable and ready access to e-mail and the Internet. See [minimum computing standards](#) for more information.

Articulation

Upon successful completion of the Graduate Certificate of Education (Guidance and Counselling) with a minimum GPA of 4.0, a student may articulate into the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#). Alternatively, upon successful completion of the Graduate Certificate of Education with a minimum GPA of 3.5, a student may articulate into the [Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#).

Graduate Certificate of Education (Guidance and Counselling) Recommended Enrolment Pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Select four of the following courses:								
EDU8328 Consultation and Communication: Theory and Practice [£]						2, 3		
EDU8331 Career Development in Educational Settings						2		
EDU8706 Differentiation						2		
EDM8011 Multiple Pathways in Secondary Schools						1, 2	Pre-requisite: EDM5001	Pre-requisite ED M5001 not required
EDU8332 Introduction to Counselling in Educational Contexts						1		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention [£]						1, 3	Enrolment is not permitted in EDU5325 if EDU3325 has been previously completed.	
EDU8317 Individual Assessment and Testing						1		
EDU5335 Emotional and Behavioural Problems of Children and Adolescents [£]						1, 3	Enrolment is not permitted in EDU5335 if EDU3335 has been previously completed.	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Graduate Certificate of Professional Studies (GCPS) - GradCertProfSt

CRICOS code (International applicants): 096810E

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area please [contact us](#) directly.

	On-campus	External
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	0.5 years full-time, 1.5 years part-time	
Program articulation:	To: Master of Professional Studies (Research)	

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

Successful completion of the program will enable graduates to:

- demonstrate specialised understanding within a systemic and coherent body of knowledge including the acquisition and application of knowledge in a professional area of practice
- demonstrate analytical, critical and creative thinking in workplace applications
- postulate directions for investigation of unsolved problems in their workplace
- undertake and write reports on their project relating to their workplace in a professional manner
- demonstrate a high level of skill in identifying, choosing and implementing procedures appropriate for addressing hypotheses
- demonstrate an awareness of the limitations of their project and manage these limitations
- demonstrate a high level of skill in assessing and addressing ethical/confidential concerns in their study and related work activity
- report the results of their project concerning changes to their workplace in a manner appropriate to their audience
- develop a workplace-based learning plan that integrates theory and practice.

Program aims

The aim of this program is to provide experienced professionals with Graduate Certificate level research opportunities (and some coursework as required) that will engage issues that are relevant and meaningful to them, help to sustain their communities and help to fulfil their lives.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 08. Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Completion of an Australian university Bachelor degree or equivalent, and
- A minimum of three years' work experience in the chosen field of professional practice.
- English Language Proficiency requirements for Category 3.

Anyone wishing to gain entry to the program on the basis of equivalent qualifications and/or experience should contact the University for consideration for admission on this basis. Credit awarded within the [Master of Professional Studies \(Research\)](#) is not carried across to the Graduate Certificate of Professional Studies.

The Graduate Certificate of Professional Studies articulates with the [Master of Professional Studies \(Research\)](#). Students may elect to complete the Graduate Certificate of Professional Studies as a standalone AQF Level 8 qualification or to articulate into the .

The Graduate Certificate of Professional Studies is also an exit qualification within the [Master of Professional Studies \(Research\)](#) for students who meet the Graduate Certificate of Professional Studies completion requirements (completion of WRP9012 and [WRP9013 Professional Studies Research Project 2](#)).

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Graduate Certificate of Professional Studies is a four unit program consisting of:

- Completion of the course WRP9012 (2 units)
- Completion of the course [WRP9013 Professional Studies Research Project 2](#) (2 units).

Program completion requirements

To graduate from the Graduate Certificate of Professional Studies a candidate must complete four course units at UniSQ as stipulated in the Recommended Enrolment Pattern below.

Required time limits

Students have a maximum of 2 years to complete this program.

IT requirements

Computer literacy is now expected as part of professional life, and as an integral element in the studying and learning process. Many courses make use of the Internet through online discussion groups and course web pages. This course requires substantial access to a computer and the internet. Students will be required to make use of up-to-date computer technology to facilitate learning, research, and the production of assessment material. Please refer to [computer requirements](#). Twenty-four hour computer access is available at UniSQ.

Recommended enrolment pattern

Students may be admitted to the program at the beginning of Semester 1 or Semester 2 or Semester 3. The 'standard' rate of progression for part-time students is 4 units per year. Students should undertake the 2 unit course WRP9012 at the commencement of their program and prior to their enrolment in the 2 unit course [WRP9013 Professional Studies Research Project 2](#) unless agreed otherwise with their supervisor.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
WRP9012					1	1, 2		two units
WRP9013 Professional Studies Research Project 2					1	1, 2, 3		two units.

Graduate Certificate of Education (TESOL) (GCTS) - GradCertEd

	Online
Start:	Semester 1 (February) Semester 2 (July)
Fees:	Commonwealth supported place
Standard duration:	0.5 years full-time
Program articulation:	To: Graduate Diploma of Education (Commonwealth Supported Place (CSP)) or Graduate Diploma of Education (Full Fee Paying (FFP)) or ; Master of Education (Commonwealth Supported Place (CSP)) or Master of Education (Full Fee Paying (FFP))

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

This program does not qualify students for teacher registration in Queensland. To qualify for teacher registration in Queensland, please refer to the ; [Master of Learning and Teaching \(Early Years\)](#), ; [Master of Learning and Teaching \(Primary\)](#) and ; [Master of Learning and Teaching \(Secondary\)](#) programs.

Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.

All modes of study are supported with the UniSQ StudyDesk. It is possible to complete the program via a combination of delivery modes.

Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Contact us

Future Australian and New Zealand students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

Students who successfully complete the Graduate Certificate of Education (TESOL) will have acquired advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates will be able to:

- (1) identify the main characteristics of the facets of language,
- (2) think critically and analyse the relationship between the facets of language and the social and cultural context,
- (3) collect and analyse the process of acquiring a second language,
- (4) generate and apply the macro-skills that are required for developing language proficiency,
- (5) design and implement pedagogical approaches for young language learners.

Program aims

The Graduate Certificate of Education (TESOL) - Teaching English to Speakers of Other Languages - will broaden your knowledge of the importance of language and your knowledge of contemporary English language teaching methodologies. It is designed for practitioners who are aspiring leaders in the field of English language teaching. This graduate certificate provides you with an entry point to continue your studies with a Graduate Diploma of Education (TESOL) or a Master of Education (TESOL).

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- 3-year bachelor degree from an Australian university or equivalent.
- English Language Proficiency requirements for Category 3.

For applicants who have a Bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, the Graduate Certificate of Education (TESOL) provides a pathway into the Master of Education. Upon completion and achievement of a minimum GPA of 4.0, students will be eligible for entry into the Master of Education.

Students who complete the Graduate Certificate of Education (TESOL) and maintain satisfactory academic standing (GPA 3.5) but do not achieve a GPA of 4.0 can articulate into the Graduate Diploma of Education. On successful completion of the Graduate Diploma of Education, students can articulate into the Master of Education provided other program entry requirements are met.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Program structure

Course	Semester of Offer Distance/Online
Select four of the following courses:	
LIN5000 The Nature of Language	1, 2
LIN8001 Principles of Second Language Learning	1, 2
LIN8002 Methodology in Teaching a Second Language	1, 2
LIN8019 Teaching Languages to Young Learners	2

LIN8006 Technology-Enhanced Language Teaching	1
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Required time limits

Students have a maximum of one year to complete this program.

IT requirements

Students must have reliable and ready access to e-mail and the Internet. See [minimum computing standards](#) for more information.

Articulation

Upon successful completion of the Graduate Certificate of Education (TESOL) with a minimum GPA of 4.0, a student may articulate into the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#). Alternatively, upon successful completion of the Graduate Certificate of Education with a minimum GPA of 3.5, a student may articulate into the [Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#).

Graduate Certificate of Education (TESOL) Recommended Enrolment Pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Select four of the following courses:							
LIN5000 The Nature of Language						1, 2	
LIN8001 Principles of Second Language Learning						1, 2	
LIN8002 Methodology in Teaching a Second Language						1, 2	
LIN8019 Teaching Languages to Young Learners						2	
LIN8006 Technology-Enhanced Language Teaching						1	

Postgraduate Certificate in Applied Linguistics (PGAL) - PGCApPLing

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [GCEF Graduate Certificate of Education](#).

	On-campus*#	Online*
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	1 semester full-time, 2 years part-time	
Program articulation:	To: Master of Applied Linguistics ; Master of Education (8 units) ; Master of Education (8 Units) (TESOL)	

Notes:

This program does not qualify students for teacher registration in Queensland. To qualify for teacher registration in Queensland, please refer to the ; [Graduate Diploma of Learning and Teaching](#).

Footnotes

- * All modes of study are supported with the UniSQ *StudyDesk*. It is possible to complete the program via a combination of delivery modes.
Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the online offering and advised of this change.

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Program objectives

On successful completion of the Postgraduate Certificate in Applied Linguistics, graduates should be able to:

- critically reflect on language related issues
- integrate knowledge as a strategic facilitator in second language contexts
- expand communication and literacy skills assisted by technology in relevant discourse communities
- demonstrate competence in academic and scholarly writing
- use skills in a specialised field of Applied Linguistics.

Program aims

This program aims to enhance skills in inter-cultural competence of professionals in diverse communities associated with sectors such as Education, Health and Industry. It provides students with academic skills and professional competence to understand the background to contemporary issues associated with communities of diverse language identities.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Applicants must have completed a bachelor degree or equivalent from a recognised institution.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The PGAL is a 4-unit program. A student must complete four units at postgraduate level (level 5 or level 8), three required units and one elective unit. A minimum of 50% of the program (2 units) must comprise level 8 courses.

Required time limits

Full-time enrolment normally requires one semester of study. Part-time enrolment may take up to two years of study to complete the Program.

Electives/Approved courses

The one elective course will be selected from

Education
LIN8001 Principles of Second Language Learning
LIN8002 Methodology in Teaching a Second Language
LIN8003 Language Program Management
LIN8006 Technology-Enhanced Language Teaching
LIN8007

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband would be a significant advantage. See [minimum computing standards](#) for more information.

Articulation

The PGAL articulates into the Master of Applied Linguistics, Master of Education (TESOL).

Credit

The maximum credit granted will be no more than half of the program units (two units). Within this limit, credit will be granted for relevant studies successfully completed at postgraduate level in the last five years and may be considered for studies successfully completed in the last 10 years. Students intending to apply for credit should follow the [guidelines for credit for previous study or work](#). Within the framework of those regulations, the following points should be given particular consideration:

- Transfer of credit from other incomplete UniSQ award programs may be permitted where there is similar or appropriate content.
- Normally an accredited Certificate in TESOL from a recognised institution attracts one unit of credit and an accredited Diploma in TESOL attracts two units of credit.
- Completed and assessed professional development modules based on PGAL course materials may attract credit into the program.

Students should contact the Faculty of Business, Education, Law and Arts for advice before applying for credit.

Enrolment

Students may commence this Program in semesters one, two or three. External students may study either part-time or full-time. On-campus commencement is restricted to semester one. International on-campus students must be enrolled full-time.

Recommended enrolment pattern

It is recommended that the program of study commences with the core course [LIN5000](#).

Note: On campus offers are contingent upon sufficient enrolments. Subject to International students' visa requirements, alternative modes of EXT or ONL may be substituted for the discipline course.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
LIN5000 The Nature of Language	1	1,2			1	1,2	
EDR8005 Discourse Analysis	1	1				1,2	
LIN8015		2				2,3	
Select one discipline course from the Discipline Courses table above.							

Graduate Diploma of Early Childhood Education and Care (GDCH) - GDCH

	External
Start:	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Fees:	Commonwealth supported place Domestic full fee paying place
Standard duration:	1 year full-time, up to 4 years part-time

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

This program is offered from Semester 1, 2022.

Programs at UniSQ regularly undergo a comprehensive re-accreditation process to assure their relevance and quality. This program occurs in a suite of five Early Childhood programs which are accredited with the [Australian Children's Education & Care Quality Authority \(ACECQA\)](#). The suite of five Early Childhood programs which are accredited with ACECQA consist of the ; [Master of Learning and Teaching \(Early Years\)](#), the ; [Graduate Diploma of Early Childhood Education and Care](#), the ; [Graduate Certificate of Early Childhood Education and Care](#), the ; [Bachelor of Education \(Early Childhood\)](#) and the ; [Bachelor of Early Childhood](#).

This program qualifies graduates as an Early Childhood Teacher (ECT) to teach children from birth to five years old. These prior-to-school settings are known differently throughout Australia, such as early learning centres, preschools, long day care and kindergarten. This program does not qualify graduates to teach in primary school settings. This nested program includes eight courses, which are drawn from other UniSQ Early Childhood Education programs and qualifies graduates as an ECT.

Contact us

Future Australian and New Zealand students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Professional accreditation

This program is an approved early childhood teacher qualification with the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#) .

Program aims

The GDCH is offered to enable the completion of three semesters of study in one year, which includes 60 days of professional experience. The program prepares the beginning ECT for employment to work with learners from birth to five years of age. This accredited early childhood education program is designed for graduates with an undergraduate degree in any discipline, including a three-year education qualification. Following completion of this program, graduates will be equipped to work as a qualified ECT in early learning centres, preschools, long day care, kindergartens or as an educator within a family day care or traditional day care setting.

Program objectives

The program objectives align with the requirements of ACECQA. On successful completion of the program, graduates will be able to demonstrate that they:

- know and understand the characteristics of babies and young children and how they develop and learn
- know and understand the regulations and learning frameworks that govern diverse early childhood settings

- can collaborate with others to plan for the effective implementation of age appropriate programs for child engagement, development and learning
- can create and maintain supportive, socially inclusive and safe learning environments within diverse settings
- can observe, interpret, assess, provide feedback and report on child development and learning
- can engage in professional learning to develop and improve practice
- can engage professionally with colleagues, parents/carers, stakeholders and the community

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 08. Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Academic entry criteria

- Completion of an undergraduate degree or equivalent in any discipline, including a three year education degree, from a recognised tertiary institution
Or
- A relevant diploma and a minimum of five years of documented, relevant work experience in a leadership position in an early childhood setting (e.g. Activity Group Leader, Head Teacher, Centre Director, Educational Leader, Group Leader)
And
- English language requirements apply to applicants whose previous undergraduate study was completed in a country other than Australia, Canada, New Zealand, Republic of Ireland, United Kingdom or the United States of America or undertaken in a language other than English. Applicants from a non-English speaking background must attain an IELTS score of at least 6.5 with a minimum of 6.5 in reading, writing, listening and speaking.

Non-academic entry criteria

- Students must be available for a prescribed period of time to undertake the majority of the supervised Professional Experience placements in an Australian Early Childhood setting, or at another approved site as required by the program. Some childcare centres may require evidence of vaccination prior to undertaking professional experience at the site. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card (Blue Card or Exemption Card). Students in other Australian states or in overseas contexts need to ensure they have complied with the equivalent requirements and have registered the details with the UniSQ Education Placement Office.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

Program structure

This online and external program is comprised of eight courses which can be completed in one year with enrolment in three consecutive semesters (refer to the Recommended Enrolment Patterns for either Semester 1, Semester 2 or Semester 3 entry). The program structure consists of five courses that are specific for early childhood education and three courses which have embedded and assessed professional experience to cover the age range in prior-to-school settings. The required 60 days of professional experience includes 10 days with children under three years of age (birth-35 months) and at least 20 days with children aged three until before they start formal schooling, including days with children under five years of age. Students intending to complete the program in 1 year with three consecutive semesters of study are advised to follow the recommended enrolment pattern with a Professional Experience placement every semester.

Program completion requirements

To graduate from this program, students must complete all eight units which includes 60 days supervised Professional Experience.

Required time limits

This program is able to be completed by students in 1 year by studying eight courses and enrolling in three consecutive semesters. Students can enrol in a maximum of three courses per semester due to the time constraints which are required to attend professional experience placements. Students have a maximum of 4 years to complete this program.

Core courses

Course	Semester of offer External/Online
EDM5007 Cultivating Supportive Learning Environments	1, 2
EDM5010 Literacy Learning in the Early Years[£]	1, 3
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy	1, 2
EDM5016 Early Years Data and Assessment	2

EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts[£]	1, 3
EDM8018 Leading in Early Childhood[£]	2, 3
EDM8020 Arts and Technology through Play[£]	2, 3
EDU4160 Numeracy, Literacy and STEM in Early Childhood[£]	3

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Major studies

The program consists of courses that specialise in the development, care and education of children from birth to five years, including the transition to school. The program is inclusive of early childhood education and curriculum studies, teaching pedagogies and professional experience. The historical and comparative perspectives of early childhood are interwoven with contemporary theories and practices for developing family and community partnerships.

Professional experience

Professional Experience is a mandated component of this program which is an embedded and assessed requirement in three courses for a total of 60 days. The major areas of study include the principles and practices of early childhood education and care, key issues in the early childhood education and care which includes working with families and applying knowledge, skills and capabilities in professional experience. [EDM5014 Planning for Learning: Curriculum, Play and Pedagogy](#) includes 20 days professional experience with children aged 3 – 5 years that is supervised by a registered teacher. In [EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts[£]](#), students will gain an extensive understanding of the early years through 10 days supervised placement with children in a birth to 35 months context. The program requires 30 days of placement with children before they start formal schooling or another approved context in [EDU4160 Numeracy, Literacy and STEM in Early Childhood](#).

Students intending to complete the program in 1 year are advised on the importance of attending a Professional Experience placement every semester by meeting pre-requisites, complying with placement requirements, communicating with the [UniSQ Education Placement Office](#) and by taking sufficient personal and professional responsibility to attend sites as required throughout the program.

The placements in early childhood contexts or other approved settings are organised by the UniSQ Education Placement Office and the calendar of placement dates are scheduled in advance. At UniSQ, Professional Experience placements are managed through the [InPlace](#) online software management system. The expectation is that students will usually attend block placements which are embedded throughout their program unless alternative arrangements are approved by UniSQ.

The majority of the supervised placements must be attended in an Australian school setting. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)) on enrolment. Students must hold a current valid Blue Card throughout the duration of each Professional Experience. The University is legally obliged to warn students that it is an offence for a disqualified person to submit a Blue Card application. Students in other Australian states or in overseas contexts need to ensure that they have complied with the equivalent requirements and have registered the details with the UniSQ Education Placement Office. Students should keep their Blue Card on them at all times while attending a Professional Experience placement.

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

IT requirements

This program is studied through online courses and external placement courses for Professional Experience. For information regarding technology requirements, please refer to the [UniSQ minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state in which they are completing their [Professional Experience](#).

There is no fee for a student Blue Card, but the program has additional costs associated with Professional Experience. Every effort is made to place students within a reasonable distance of their home; however students are also encouraged to consider a rural, regional or remote placement. There may be costs associated with travel, accommodation, meal expenses, incidentals and the possible loss of income from other paid employment.

There may be costs associated with travel, accommodation, meal expenses, incidentals and the possible loss of income from other paid employment.

All students are expected to commit themselves to the highest standards of personal and professional behaviour as defined in the [Early Childhood Australia Code of Ethics](#).

Articulation

There is no articulation pathway into the [MELT Master of Learning and Teaching \(Early Years\)](#) due to the specific entry requirements for the program. On successful completion of this program, graduates may progress to a range of other coursework programs but they are not eligible for registration as a teacher in schools.

Related programs

The suite of five Early Childhood programs which are accredited with ACECQA consist of the [MELT Master of Learning and Teaching \(Early Years\)](#), the [GDCH Graduate Diploma of Early Childhood Education and Care](#), the [GCCCH Graduate Certificate of Early Childhood Education and Care](#), the [BEED Bachelor of Education \(Early Childhood\)](#) and the [BECH Bachelor of Early Childhood](#).

Exit points

A student who chooses not to complete or who does not maintain good standing in this program will be permitted to exit with a lesser qualification as set out below, provided that they have met the requirements of that program. This means:

- a student who successfully completes four postgraduate courses may apply to exit with the [Graduate Certificate of Education](#) as an alternative education qualification. However, this qualification is not approved for teacher registration and it does not meet the requirements of the ACECQA framework.

Credit

Candidates eligible for admission into this program may be eligible for up to four units of credit on the basis of successful completion of relevant, equivalent postgraduate level study completed at a recognised university or institution.

Credit approved in this program will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please visit our [website](#).

Recommended enrolment pattern - Semester 1 entry

For a student to be eligible to graduate in 1 year, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5010 Literacy Learning in the Early Years [£]					1	1	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT or MPLT	
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts [£]			1	1			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	10 days Professional Experience with children under 3 years of age
EDM5007 Cultivating Supportive Learning Environments					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
EDM5016 Early Years Data and Assessment					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy			1	2			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	20 days Professional Experience with children aged 3 -5 years (Kindergarten)
EDM8018 Leading in Early Childhood [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	
EDM8020 Arts and Technology through Play [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDU4160 Numeracy, Literacy and STEM in Early Childhood [£]			1	3			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH	30 days Professional Experience with children under 5 years of age or as approved by UniSQ

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Recommended enrolment pattern - Semester 2 entry

For a student to be eligible to graduate in 1 year, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5007 Cultivating Supportive Learning Environments					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
EDM5016 Early Years Data and Assessment					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy			1	2			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	20 days Professional Experience with children aged 3 -5 years (Kindergarten)
EDM8018 Leading in Early Childhood [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	
EDM8020 Arts and Technology through Play [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDU4160 Numeracy, Literacy and STEM in Early Childhood [£]			1	3			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH	30 days Professional Experience with children under 5 years of age or as approved by UniSQ
EDM5010 Literacy Learning in the Early Years [£]					1	1	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT or MPLT	
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts [£]			1	1			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	10 days Professional Experience with children under 3 years of age

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Recommended enrolment pattern - Semester 3 entry

For a student to be eligible to graduate in 1 year, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM8018 Leading in Early Childhood [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	
EDM8020 Arts and Technology through Play [£]					1	3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDU4160 Numeracy, Literacy and STEM in Early Childhood [£]			1	3			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH	30 days Professional Experience with children under 5 years of age or as approved by UniSQ
EDM5010 Literacy Learning in the Early Years [£]					1	1	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT or MPLT	
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts [£]			1	1			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	10 days Professional Experience with children under 3 years of age
EDM5007 Cultivating Supportive Learning Environments					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
EDM5016 Early Years Data and Assessment					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy			1	2			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	20 days Professional Experience with children aged 3 -5 years (Kindergarten)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Postgraduate Certificate in Learning and Development (PGLD) - PGCertLearning&Dev

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [GCEF Graduate Certificate of Education](#).

	Online
Start:	No new admissions
Fees:	Domestic full fee paying place International full fee paying place
Standard duration:	1 semester full-time, 2 years part-time
Program articulation:	To: ; Master of Learning and Development

Notes:

Both modes of study are supported through the UniSQ Study Desk.

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland, please refer to the ; [Graduate Diploma of Learning and Teaching](#).

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

The Career Development and Lifelong Learning specialisation meets the professional learning needs of professionals working in teaching, counselling, training, employment, community development, or information management roles who support the career planning and development of students, clients, and organisations. The Career Development and Lifelong Learning specialisation addresses core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the [Career Industry Council of Australia](#) as a qualification for the status of professional career development practitioner under the Professional Standards.

Program aims

The aim of this program is to provide professionals in education, training and development with postgraduate-level coursework and scholarly opportunities that will engage educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. The program therefore aims to:

- facilitate the development and consolidation of knowledge and skills in teaching and learning in community, professional and workplace learning settings that are informed by contemporary learning theory and futures-orientated approaches
- support the application of these knowledge and skills through learner-centred design, flexible delivery and individualised and authentic assessment to enhance quality of services for their learners
- provide opportunities for students to build a program of study to suit their own particular needs, professional and industry requirements and individual career paths

Program objectives

On successful completion of the Postgraduate Certificate in Learning and Development, students should be able to:

- critically analyse and contextualise knowledge relating to professional practice and sustainable engagement in educational sectors
- exhibit competence and commitment in pursuing personal lifelong learning goals of advanced scholarship in relation to their areas of specialisation
- articulate the local, provincial, national, regional and global dimensions of the work and identities of contemporary educators, trainers and developers
- demonstrate the capacity to add value to, and help to sustain contemporary learning communities

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

To be considered eligible for admission to the program, applicants must:

- have completed a Bachelor degree from a recognised university.

Alternative Admission

Applicants who do not meet the requirements for normal entry may apply for alternative entry if they believe that they can demonstrate that they have qualifications and/or experience that might be considered equivalent to those required for normal entry. Applicants are referred to the [Australian Qualification Framework's](#) Recognition of Prior Learning principles.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Postgraduate Certificate in Learning and Development is a 4-unit program.

- At least 50% of the units studied must be level 8 courses
- At least 50% of the units studied (at least 2 units) must be from the [Master of Education](#).
- A maximum of 50% of the units studied (up to 2 units) may be selected from any UniSQ course – choose via the [UniSQ programs](#) search facility.

Education coursework	Minimum of 2 units
Complementary coursework	Maximum of 2 units

Student-Designed Customisation and Recommended Enrolment Patterns

Because the central focus of the program is on career transitions for those assuming broadly defined educator responsibilities, the default specialisation will be a student designed pattern. This customised pattern must follow the program structure outlined above. Students tailoring their study pattern through this option will not have a specialisation named on their testamur. **Note:** Students must submit a study plan for approval by the Program Administration.

Prescribed study patterns are listed in the Recommended Enrolment section of this Handbook. Students following the enrolment pattern of a specialisation will have the Specialisation named on their testamur.

Program completion requirements

Students are required to follow the recommended enrolment pattern for their selected specialisation or to tailor a “student-designed” enrolment pattern following the Program Structure guidelines.

Required time limits

Full-time enrolment normally requires one semester of study. Part-time enrolment may be extended to two years of study.

Major studies/specialisations

Because of the program focus, the default study pattern will be student-designed; a customised pattern following the program structure guidelines. Students who follow the recommended enrolment pattern for the following specialisations will have their specialisation named on their testamur.

Please select one of the following specialisations or refer to the Program Structure to tailor your own study pattern via the student-designed customisation option.

- Adult Professional and Workplace Learning
- Career Development and Lifelong Learning
- Communities and Informal Learning
- Learning Design
- Early Childhood
- Online and Distributed Learning
- Organisational Capacity Building

Professional experience

Professional experience is required and recommended in a limited number of specialisations: **Adult, Professional and Workplace Learning** and **Early Childhood**. Irrespective of level of academic performance achieved by students in these specialisations, no student will be eligible to graduate from the specialisation without satisfactorily demonstrating current professional competence against the performance criteria identified in the nominated courses.

Eligibility to Undertake professional experience in Queensland Educational Settings Under the terms of the Commission for Children and Young People Act (Qld. 2000), students undertaking professional experience are considered to be **volunteers** engaged in **regulated employment**. As such, all students working with children must apply to the Commission to be issued with a notice that they are **suitable to work in child-related employment**. As part of this application, the student must consent to the Commission conducting a criminal history check as the key element of the process of determining suitability. All applications for a suitability notice must be made at the local campus of the university at the commencement of their program. Students who do not make application, or who do apply but are subsequently deemed **unsuitable**, will not be able to undertake the professional experience components of the program.

Students undertaking professional experience outside of Queensland will need to check the requirements for professional experience in their State or Country.

IT requirements

Students must have reliable and ready access to email and the Internet. See [minimum computing standards](#) for more information.

Articulation

The Postgraduate Certificate in Learning and Development articulates to the Master of Learning and Development.

Credit

The maximum credit granted will be no more than half of the program units (two units). Within this limit, credit will be granted for relevant studies successfully completed at postgraduate level in the last five years and may be considered for studies successfully completed in the last 10 years. In consideration of these guidelines, the following points warrant particular consideration:

- Transfer of credit from other incomplete UniSQ award programs may be permitted where there is similar or appropriate content.
- Advanced Standing for other formal awards from recognised educational institutions will be assessed using the [Australian Qualification Framework](#)'s Recognition of Prior Learning principles.
- Other completed and assessed professional development and workplace learning activities will attract credit into the program when assessed by the Faculty of Business, Education, Law and Arts as equivalent to a full UniSQ course.

Students intending to apply for credit should contact the Faculty of Business, Education, Law and Arts before applying for credit, and follow the [guidelines for credit for previous study or work](#).

Enrolment

Students will enrol in the Postgraduate Certificate in Learning and Development on either a full-time or a part-time basis. International on-campus students must be enrolled full-time.

It is recommended that study commences with the specialisation's Education coursework section.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Adult, professional and workplace learning – recommended enrolment pattern

The **Adult, Professional and Workplace Learning** specialisation is designed to meet the needs of professionals and other practitioners with an undergraduate degree (or equivalent post-compulsory qualifications) in a discipline other than education who are needing to build a solid foundation of knowledge and skills in teaching and learning to enhance their practice and support their personal, professional and career development. It will also meet the needs of more experienced educators and trainers with an undergraduate degree (or equivalent post-compulsory qualifications) seeking further development of their knowledge and skills in teaching and learning with a focus on adult, professional and workplace learning. . Indicative positions include Education Officer, Development Officer and Workplace Mentor.

Note: This program alone does not meet the requirements for industry trainers and vocational teachers in higher education sectors. To qualify for this accreditation, please refer to the (Adult, professional and workplace learning).

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework:								
Required Courses								
EDU8701						1		
EDU5760				1,2				Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
Select a minimum of 1 of the following Education coursework courses:								
EDU5601 Designing for Flexible Learning Environments						1		This course is offered in odd-numbered years.
EDU8606 Lifelong Career Development						1		
Complementary Coursework: Select 1 course from UniSQ Programs so that at least 2 units in your completed program are level 8 courses.								

Career development and lifelong learning – recommended enrolment pattern

The Career Development and Lifelong Learning specialisation meets the professional learning needs of professionals working in teaching, counselling, training, employment, community development, or information management roles who support the career planning and development of students, clients, and organisations. The Career Development and Lifelong Learning specialisation addresses core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the [Career Industry Council of Australia](#) as a qualification for the status of professional career development practitioner under the Professional Standards.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework: Select a minimum of 4 Education coursework courses								
Required Courses								
EDU8606 Lifelong Career Development						1		
EDU8331 Career Development in Educational Settings						2		
EDU8332 Introduction to Counselling in Educational Contexts						1		
Select a minimum of 1 of the following Education coursework courses:								
EDU8406						2		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU5760				1,2				Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
EDU8605						1		
EDU8328 Consultation and Communication: Theory and Practice						2,3		

Notes:

Students intending to articulate into the [Master of Education \(8 units\)](#) (Guidance and Counselling) major will need to consult that Handbook entry for discipline selection to achieve full articulation.

Communities and informal learning - recommended enrolment pattern

The **Communities and Informal Learning** specialisation is designed to meet the needs of those involved in work with communities such as Community Development Officers, Community Education Officers or Learning Coordinators, and those facilitating the informal and organic learning that takes place with community settings.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework: Select a minimum of 2 Education coursework courses								
EDU8605						1		
EDU8328 Consultation and Communication: Theory and Practice						2,3		
LIN8015		2				2,3		
EDU5760				1,2				Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
EDU8406						2		
Complementary Coursework: Select a maximum of 2 courses from UniSQ Programs so that at least 2 units in your completed program are level 8 courses.								

Early childhood - recommended enrolment pattern

The **Early Childhood** specialisation is designed to meet the needs of early childhood professionals and other multidisciplinary practitioners involved in work with young children and their families. It is expected that these students will normally hold an undergraduate degree (or equivalent post-compulsory qualifications) in a discipline other than early childhood education and are keen to enhance their skills, knowledge and ability in relation to the early childhood sector. This qualification will also meet the needs of experienced educators who are seeking to further develop their knowledge and skills to gain a specialisation in early childhood education and care.

Note: This program alone does not meet the accreditation requirements of the Office for Early Childhood Education and Care (formerly the Queensland Department of Families). To qualify for this accreditation, please refer to the Master of Learning and Development (Early Childhood).

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework:								
Required Courses								
EDU8701						1		
EDU5760 *				1,2				Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
EDU8007						1		
Complementary Coursework: Select 1 course from UniSQ Programs so that at least 2 units in your completed program are level 8 courses.								

Footnotes

* This course includes a prac component

Learning design - recommended enrolment pattern

Effective learning design is at the heart of sound educational practices. To interrogate the potential of various learning environments, contexts and opportunities, educators must adopt a critical approach to the learning design process, and consider the extent to which learning is enhanced through explicit design strategies. This specialisation meets the needs of a wide range of professionals working in educational settings who need to develop their knowledge and skills in learning design. Those wishing to move into the fields of educational design/learning design/instructional design or development will find this specialisation particularly useful.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework: Select a minimum of 2 Education coursework courses								
EDU5601 Designing for Flexible Learning Environments						1		This course is offered in odd-numbered years.
EDU8406						2		
EDU8415						1		
EDU5713		3				1,3		
Complementary coursework: Select a maximum of 2 courses from UniSQ Programs so that at least 2 units in your completed program are level 8 courses								

Online and distributed learning - recommended enrolment pattern

The specialisation is designed to meet the needs of a wide range of professionals in a variety of online education settings. It caters for those in both formal education settings and informal learning contexts – specifically

teachers and educational designers moving to a more sophisticated application of online education, as well as professionals working in corporate environments. The main focus of this specialisation is to develop critical thinking, intellectual engagement and the ability to design, develop, facilitate and evaluate programs in online and blended learning environments.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework: Select a minimum of 2 Education coursework courses								
EDU8415						1		
EDU5601 Designing for Flexible Learning Environments						1		This course is offered in odd-numbered years.
EDU8406						2		
EDU8605						1		
EDU8111						2		
Complementary coursework: Select a maximum of 2 courses from UniSQ Programs so that at least 2 units in your completed program are level 8 courses								

Organisational capacity building - recommended enrolment pattern

Taking an inquiring approach to capacity building, this specialisation examines approaches to building agency, independence and interdependence for healthy, sustainable and appreciative organisations and communities. The focus is on critical thinking and analysis within a strengths-based framework of person-centred practice. Indicative positions for those choosing this specialisation are Unit Leaders and Executive Officers within organisations with strong organisational, developmental or learning responsibilities.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework: Select a minimum of 2 Education coursework courses								
EDU5221						2		
EDU8314						1,3		
EDR8000						1,2,3		
EDU8605						1		
EDU8318						2		
EDU8319 Marketing Your Educational Organisation						3		Runs every second year — will run in 2014
LIN8015		2				2,3		
Complementary coursework: Select a maximum of 2 courses from UniSQ Programs so that at least 2 units in your completed program are level 8 courses								

Graduate Diploma of Education (Commonwealth Supported Place (CSP)) or Graduate Diploma of Education (Full Fee Paying (FFP)) (GDEDorGDEF) - GDE

	Online*
Start:	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time (dependent on availability of courses), up to 4 years part-time)
Program articulation:	From: Graduate Certificate of Education To: Master of Education (Commonwealth Supported Place (CSP)) or Master of Education (Full Fee Paying (FFP)) provided necessary entry requirements are met.

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Specialisations can be either Commonwealth Supported Place or Full Fee Paying. Students who are not eligible for a Commonwealth Supported Place within the Graduate Diploma of Education (Commonwealth Supported) will be charged full-fee.

Specialisations are divided into either Commonwealth Supported Place or Full Fee Paying. Online mode of study is supported through the UniSQ Study Desk.

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland, please refer to the ; .

Footnotes

* Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program aims

The aim of the Graduate Diploma of Education is to provide professionals in education, training and development with the appropriate AQF level 8 coursework that will engage with educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. The program aims to:

- facilitate the development and consolidation of knowledge and skills in teaching and learning in community, professional and workplace learning settings that are informed by contemporary learning theory and futures-oriented approaches
- support the application of knowledge and skills through learner-centred design, flexible delivery and individualised and authentic assessment.

Program objectives

Students who successfully complete the Graduate Diploma of Education will have acquired advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates will be able to demonstrate:

- synthesise and apply advanced theoretical and technical knowledge to contemporary and emerging educational issues, ideas, policies and debates with regard to professional practice,
- analyse, evaluate complex educational contexts to critically reflect on cultural norms and practices in educational settings nationally and globally,
- communicate effectively in academic, professional and community contexts via multiple modes,
- communicate ways of working respectfully and collaboratively with Aboriginal and Torres Strait Islander peoples and communities, and culturally and linguistically diverse peoples and communities,
- develop creative and effective ways to implement contextually relevant educational innovation.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Completion of an Australian university Bachelor degree in an education related discipline, or equivalent (AQF Level 7) from a recognised institution.
- English Language Proficiency requirements for Category 3.

For Applicants who have a Bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, UniSQ's [Graduate Certificate of Education](#) provides a pathway into the [Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#). Upon completion and achievement of a minimum GPA of 4.0, they will be eligible for entry into the Master of Education.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program completion requirements

Students who wish to study a broader variety of courses and are not seeking a specialisation should follow the general pathway guidelines.

Program structure

To be awarded a Graduate Diploma of Education, in either the selected specialisation or the general pathway, students must complete 8 units of study.

All students, domestic or international can take any of the listed Specialisations. Note - for students who are eligible for Commonwealth Supported Places, there are a limited number of specialisations available.

Students who wish to study a broader variety of courses and are not seeking a specialisation should follow the general pathway guidelines. Please note this is a full-fee paying pathway.

Required time limits

Subject to the availability of the required courses, full-time enrolment normally requires 1 year of study. Part-time enrolment may be extended to 4 years of study.

Core courses

All specialisations as well as the general pathway have required courses or sequences of courses. Students are advised to note carefully the enrolment requirements for the specialisation and to ensure that they plan their enrolment to allow for completion of the specialisation requirements.

Specialisation

There are a number of specialisations available in the Graduate Diploma of Education.

All specialisations are available for both domestic and international students in the Graduate Diploma of Education. A limited number of specialisations are available as Commonwealth Supported Places for eligible students. For each of the specialisations students are required to complete the enrolment pattern as outlined in the specialisation requirements. :

Specialisations in the Graduate Diploma of Education are:

- Career Development
- Guidance and Counselling (eligible for Commonwealth Supported Place)
- Special and Inclusive Education (eligible for Commonwealth Supported Place)
- General (no named specialisation will appear on the Testamur)

Students who wish to study a broader variety of courses and are not seeking a specialisation should follow the general pathway guidelines. Please note this is a full-fee paying pathway.

Electives/Approved courses

Education postgraduate discipline courses	Discipline Focus	Projected semester offers
EDU5321 Educating Students with Special Needs[£]	Special and Inclusive Education	1,3
EDU5324 Trauma, Behaviour and Learning[£]	Special and Inclusive Education	3

EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention [£]	Guidance and Counselling	1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents [£]	Guidance and Counselling	1,3
EDU8317 Individual Assessment and Testing	Guidance and Counselling, Career Development	1
EDU8720 Leading Educational Organisations	Educational Leadership	1
EDU8320 Rights and Responsibilities of School Leaders [£]	Educational Leadership	3
EDU8324 Learning Difficulties: Reading	Special and Inclusive Education	2
EDU8326 Learning Difficulties: Mathematics	Special and Inclusive Education	1
EDU8821 Professional Practice in Special/Inclusive Education	Special and Inclusive Education	2
EDU8328 Consultation and Communication: Theory and Practice [£]	Career Development, Guidance and Counselling	2,3
EDU8331 Career Development in Educational Settings	Guidance and Counselling, Career Development	2
EDU8332 Introduction to Counselling in Educational Contexts	Career Development, Guidance and Counselling	1
EDU8336 Guidance and Counselling Professional Experience	Guidance and Counselling	1, 2 Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
EDU8507 Counselling in Education Contexts: Theory & Practice	Guidance and Counselling	1
EDU8333 Advanced Counselling in Educational Contexts	Guidance and Counselling	2
EDU8338 Autism [£]	Special and Inclusive Education	3
EDU8400 Mentoring and Coaching	Educational Leadership, STEM Education	1, 2
EDU8509 Positive Behaviour Support within School Contexts	Special and Inclusive Education	1
EDU8510 Building Pedagogical Leadership Capacity	Educational Leadership	1
EDU8606 Lifelong Career Development	Career Development	1
EDU8706 Differentiation	Special and Inclusive Education	2

EDU8707 Wellbeing in Educational Contexts	Special and Inclusive Education	1
LIN5000 The Nature of Language	TESOL	1,2
LIN8001 Principles of Second Language Learning	TESOL	1,2
LIN8002 Methodology in Teaching a Second Language	TESOL	1,2
LIN8006 Technology-Enhanced Language Teaching	TESOL	1
LIN8019 Teaching Languages to Young Learners	TESOL	2
EDU8721 Professional Learning in Educational Organisations	Educational Leadership	2
EDU8722 Organisational Change and Transformation	Educational Leadership	2

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Note: Subject to approval of the Director and provided necessary pre-requisites are met, students may choose from a range of other postgraduate courses available through UniSQ.

IT requirements

Students must have reliable and ready access to email and the Internet. See minimum computing standards for more information.

Articulation

The Graduate Diploma of Education articulates from the Graduate Certificate of Education. On completion of the Graduate Diploma of Education, students may be eligible for entry into the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#), provided necessary entry requirements have been met.

Exit points

Students who successfully complete a minimum of four units of the Graduate Diploma of Education program will be eligible to exit with a Graduate Certificate of Education for either the selected specialisation or the general pathway.

Students wishing to exit prior to a successful completion are advised to contact the Faculty of Business Education Law and Arts.

Credit

Credit may be granted on the basis of completed equivalent postgraduate study from a recognised institution. In order for credit to be granted, the claim must meet the following specific requirements:

- the course was passed within ten years prior to the application
- the course passed is sufficiently equivalent in objectives, content and weightings to a course prescribed in the Graduate Diploma of Education, or alternatively, a suitable discipline course
- the maximum credit granted is no greater than four units for the Graduate Diploma of Education
- credit approved in the Graduate Diploma of Education will not automatically apply to other programs offered by the UniSQ

Claims for credit should be submitted prior to or at the time of enrolment in a course. Each claim will be assessed on individual merit in line with UniSQ policy. Please contact the Faculty of Business, Education, Law and Arts for further information.

Enrolment

Students will enrol in the Graduate Diploma of Education on either a full-time or a part-time basis. Students are able to enrol in any offered mode of a course (on-campus, distance education or online), regardless of the program mode of study they enrolled in.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required students may need to choose alternative courses. Students will be advised of the change prior to semester start.

- Career Development
- Guidance and Counselling (eligible for Commonwealth Supported Place specialisations)
- Special and Inclusive Education (eligible for Commonwealth Supported Place specialisations)
- General (no named specialisation will appear on the Testamur)

Students who wish to study a broader variety of courses and are not seeking a specialisation should follow the general pathway guidelines. Please note this is a full-fee paying pathway.

Guidance and Counselling

Graduate Diploma of Education (Commonwealth Supported) (GDED)

Commonwealth Supported Places available for eligible students.

Students seeking employment as a Guidance Officer in Queensland will usually require a four-year degree as a pre-requisite to entering this program.

The Graduate Diploma of Education meets the requirements for entry-level membership to the [Queensland Guidance and Counselling Association](#). However, a Master of Education (Guidance and Counselling) is required for full membership to the Association. Students planning to work as a Guidance Officer in Education Queensland's state schools usually require registration as a teacher in addition to the Master of Education (Guidance and Counselling). Counselling roles in schools in the independent or Catholic sectors in Queensland may have different requirements. You should check the requirements with your prospective employer. Students from outside Queensland who are intending to use this specialisation for professional accreditation should consult the relevant registration bodies.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Required Courses								
EDU8332 Introduction to Counselling in Educational Contexts						1		
EDU8333 Advanced Counselling in Educational Contexts						2	Pre-requisite: EDU8332	
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention £						1,3	Enrolment is not permitted in EDU5325 if EDU3325 has been previously completed.	
EDU5335 Emotional and Behavioural Problems of Children and Adolescents £						1,3	Enrolment is not permitted in EDU5335 if EDU3335 has been previously completed.	
EDU8317 Individual Assessment and Testing						1		
EDU8328 Consultation and Communication: Theory and Practice £						2,3		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU8507 Counselling in Education Contexts: Theory & Practice						1		
Complete one of the following approved courses:								
EDU8331 Career Development in Educational Settings						2		
EDU8336 Guidance and Counselling Professional Experience				1, 2			Pre-requisite: EDU8332 and EDU8333	Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Notes:

Some courses require access to workplaces.

Special and Inclusive Education

Graduate Diploma of Education (Commonwealth Supported) (GDED)

Commonwealth Supported Places available for eligible students.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Required courses:								
EDU8324 Learning Difficulties: Reading						2		
EDU8326 Learning Difficulties: Mathematics						1		
EDU5324 Trauma, Behaviour and Learning[£]						3		
EDU8509 Positive Behaviour Support within School Contexts						1		
EDU8338 Autism[£]						3		
EDU8706 Differentiation						2		
EDU8707 Wellbeing in Educational Contexts						1		
Complete one of the following approved courses:								
EDU8821 Professional Practice in Special/Inclusive Education						2		Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU5321 Educating Students with Special Needs [£]						1,3		

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Career Development

Graduate Diploma of Education (Full-Fee Paying) (GDEF)

The Career Development specialisation meets the professional learning needs of professionals working in teaching, counselling, training, employment, community development, or information management roles who support the career planning and development of students, clients, and organisations. The Career Development specialisation addresses core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the [Career Industry Council of Australia](#) as a qualification for the status of professional career development practitioner under the Professional Standards.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Required Courses							
EDU8606 Lifelong Career Development						1	
EDU8331 Career Development in Educational Settings						2	
EDU8332 Introduction to Counselling in Educational Contexts						1	
EDU8317 Individual Assessment and Testing						1	
EDU8328 Consultation and Communication: Theory and Practice [£]						2,3	
EDU8400 Mentoring and Coaching						1,2	
EDM8011 Multiple Pathways in Secondary Schools						1	Pre-requisite: EDM5001
EDU8721 Professional Learning in Educational Organisations						2	

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

General Pathway

Graduate Diploma of Education (Full-Fee Paying) (GDEF)

For students choosing this pathway, no named specialisation will appear on their Testamur.

Graduate Diploma of Learning and Teaching (GDTL) - GradDipL&T

CRICOS code (International applicants): 055149B

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the .

	On-campus	Online
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time, up to 4 years part-time	

Notes:

The GDTL (Secondary) program ended in other states in 2015 and was only extended in Queensland until the start of Semester 1, 2017. All other Australian jurisdictions now have a two (2) year post-graduate initial teacher education program.

The end of the one (1) year GDTL (Secondary) program has caused a significant influx of GDTL (Secondary) students. This influx has placed significant pressure on Secondary schools in Queensland to provide placements. The result is that schools are now restricting placements and UniSQ has little capacity to influence schools to increase the number of practicum students.

Given the mandatory number of days of professional experience required across only two semesters, this has resulted in delayed professional experience placements.

Given these conditions, **the places in the GDTL (Secondary) program have been allocated and no more places will be provided.**

Although the University will not be offering any further places in the GDTL (Secondary) for the last intake in Semester 1, 2017, we do have a new two-year Master of Learning and Teaching (Secondary) (MOLT) program available for commencement in Semester 2, 2017 and we strongly encourage you to consider the MOLT and submit an application for the new MOLT program.

If you would like any further information regarding the new ; (Secondary) program, please do not hesitate to [contact us](#).

Compulsory Induction: A compulsory induction must be undertaken prior to your first semester of study. This will occur in February for semester 1 commencement or June for semester 2 commencement. The induction is offered in online mode for both semesters.

A Primary specialisation is available in the 16-unit ;

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

The Graduate Diploma of Learning and Teaching is accredited with the Queensland College of Teachers. To be eligible to apply for teacher registration a student enrolled in the Graduate Diploma of Learning and Teaching, in addition to successfully completing all requirements for the program, is required to pass the Personal Literacy and Numeracy (LANTITE) Test prior to graduation. It is strongly recommended the student pass the LANTITE before the successful completion of four courses.

Students must register for the LANTITE test through the [Australian Council for Educational Research](#) (ACER). For important information about the LANTITE and how this applies to you in your program of study, please go to the LANTITE FAQ at [Ask UniSQ](#).

All students, domestic and international, must complete the majority of supervised professional experience in Australian Secondary school settings.

Program aims

The Graduate Diploma of Learning and Teaching program aims to graduate students who demonstrate:

- the knowledge, skills, practices and values inherent in the Australian Professional Standards for Teachers
- the qualities and skills required of a UniSQ graduate (see UniSQ's [Qualities of a Graduate Policy](#))
- high levels of personal and professional literacies
- awareness, understanding and positive orientation towards redressing the educational disadvantages experienced by Aboriginal and Torres Strait Island students.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Completion of a three-year Bachelor degree, in a discipline other than education.
- Minimum of 4.0 Grade Point Average.
- English Language Proficiency requirements for Category 5.

Applicants are advised to also note the following:

- Secondary pathway applicants must demonstrate knowledge in two defined Teaching Areas in their first degree or other studies. For assistance refer to [Queensland Curriculum and Assessment Authority](#).
- All applicants must show how their prior studies meet these requirements by submitting a completed [Teaching Areas form - Form G](#) with their application.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The one-year Graduate Diploma of Learning and Teaching requires 8 units. A minimum of two semesters of study must be undertaken.

Duration and mode of offer	One year full-time, or equivalent
Mode	On-campus or online
Units	8 units, including 75 days of professional experience. Professional experience placements may be scheduled outside usual University teaching weeks. Travel to locations away from the areas local to the student's home campus may be necessary in order to complete the professional experience requirements. Professional experience must be completed in at least two different schools.

Program completion requirements

In order to complete the Graduate Diploma of Learning and Teaching, a student must complete 8 specified units of study. See the table below:

Professional Experience All students, domestic and international, must complete the majority of supervised professional experience in Australian Secondary school settings.

Language Proficiency All students must demonstrate their English language proficiency by providing a recent IELTS test of 7.5 or higher (with no subset of less than 7.0 in any of the four skills areas, and a score of no less than 8 in speaking and listening), either on entry to or on graduation from the program.

Secondary (7-12)
First Semester
EDG5000 Designing for Learning
EDC2100 Managing Supportive Learning Environments
EDS4250 Literacy across the Curriculum
EDS2401 Middle Phase Curriculum and Pedagogy
Second Semester
EDG3000 Designing for Diversity
EDS3450 Senior Phase Curriculum and Pedagogy
EDX3250 Adolescence: Issues and Challenges
EDM8004 Teacher Identity

Students must also complete all requirements associated with an initial 30-hour Induction Program prior to the first semester of study.

Required time limits

To ensure eligibility to apply for registration with QCT, the Secondary major must be finished by the end of 2018.

Major studies

All students must enrol in the Secondary specialisation (understood, in Queensland, as the school years 7 – 12).

Major studies objectives

Secondary

In addition to the whole-of-program aims described above, the Secondary specialisation aims to prepare graduates with sound levels of discipline and pedagogic content knowledge in their nominated Teaching Areas and who will thus be able to apply a range of teaching and learning approaches to support the development of knowledge, understanding and skills that will help students around 12 - 18 years of age (years 7 - 12) to reach their full potential through secondary schooling. For assistance refer to [Queensland Curriculum and Assessment Authority](#).

Professional experience

The Graduate Diploma of Learning and Teaching program complies with all requirements of the Queensland College of Teachers in terms of the minimum number of supervised days mandated (55) and the College's minimum requirements for the total number of days of professional experience overall (75).

All students, domestic and international, must complete the majority of supervised professional experience in Australian Secondary school settings.

Within the Secondary strand, the professional experience components of the program are all tied to four courses, so that students undertake two professional experience placements in both semesters of full-time enrolment.

In order to undertake the courses to which professional experience placements are attached in the second half of the program, students must have successfully completed the entire previous year's Professional Experience courses in order to enrol in this course. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. State law in Queensland (Australia) requires that all adults working/undertaking Professional Experience practica/researching with children under the age of 18, in the state of Queensland must hold a valid [Blue Card](#) or [Exemption Card](#). If undertaking placement outside of Queensland you must ensure that all relevant checks are completed and evidence of this is provided to the [Professional Experience Team](#). For [EDM8004 Teacher Identity](#) there is the additional requirement that students undertaking the embedded placement in a Queensland school will need to have been granted an Internship Authority by the Queensland College of Teachers.

It is highly recommended that for the Graduate Diploma of Learning and Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Visit the placement [forms website](#) for further information.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband would be a significant advantage. See [minimum computing standards](#)

Other program requirements

The major program requirements are the satisfactory completion of 8 specified units and 75 days of approved professional experience. State law in Queensland (Australia) requires that all adults working/undertaking Professional Experience practica/researching with children under the age of 18, in the state of Queensland must hold a valid [Blue Card](#) or [Exemption Card](#). If undertaking placement outside of Queensland you must ensure that all relevant checks are completed and evidence of this is provided to the [Professional Experience Team](#).

All students, domestic and international, must complete the majority of supervised professional experience in Australian Secondary school settings.

A 30-hour induction program, compulsory for all students regardless of location or mode of enrolment/study is held prior to commencing formal studies in the first semester of enrolment. Students must complete the virtual induction program prior to commencement of the first semester of formal study.

Credit

There is no credit available for courses completed in the degree that formed the basis for the student's admission to the program, but students who have completed degrees or diplomas in addition to the degree that formed the basis of their admission to the program may apply for any credit that may be applicable from that source.

Students may seek credit from courses on the basis of documented prior study at University level or equivalent qualifications and experience. Such applications will be considered on their merits in relation to the extent to which the documentation supplied by the student demonstrates a clear match with the objectives of the course for which the credit is sought. A maximum of four units of credit may be allowable.

Students who have documented evidence of satisfactory work in the role of teacher (or similar) may be eligible to seek credit for some of the required days of professional experience on the basis of recognition of current competence. Such applications must be supported by formal documentation from a school principal on school letterhead. The maximum credit available in such circumstances shall not exceed 15 days.

Secondary recommended enrolment pattern (continuing students)

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

It is highly recommended that for the Graduate Diploma of Learning and Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Students following a non-standard enrolment pattern should consult the [course synopses](#) section to ascertain if a course is offered in another term.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDG5000	1		1	1				15 days professional experience.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	1	1,2			1	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDS4250 Literacies Across the Curriculum	1	1,2			1	1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDS2401 Junior Secondary Curriculum and Pedagogy *	1	1	1	1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Program s: BEDU or BSED Co-requi site: ESB2100	15 days professional experience.
EDG3000 Designing for Diversity		1		1,2				25 days professional experience.
EDS3450 Senior Phase Curriculum and Pedagogy	1	2			1	1,2,3		
EDM8004 Teacher Identity	1	1		1,2			Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the fol lowing Programs: MOLT or MPLT or MSLT	20 days professional placement.
Choose either								
EDX3250 Adolescence: Issues and Challenges	1	2			1	1,2,3		
Or								
EDV3500 Competency Based Training and Assessment			1	2				25 hours professional experience

Footnotes

* Students must have completed EDG5000 before undertaking this course or be enrolled in or EDG5000 in the same semester.

Secondary recommended enrolment pattern (students commencing 2017)

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

It is highly recommended that for the Graduate Diploma Learning and Teaching enrolment pattern, students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Students following a non-standard enrolment pattern should consult the course synopses section to ascertain if a course is offered in another semester.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDG5000				1				15 days professional experience.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms	1	1,2			1	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDS4250 Literacies Across the Curriculum	1	1,2			1	1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	
EDS2401 Junior Secondary Curriculum and Pedagogy *	1	1	1	1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Program s: BEDU or BSED Co-requi site: ESB2100	15 days professional experience.
EDG3000 Designing for Diversity		1		1,2				25 days professional experience.
EDS3450 Senior Phase Curriculum and Pedagogy	1	2			1	1,2,3		
EDM8004 Teacher Identity		1		1,2			Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	20 days professional placement.
Choose either								
EDX3250 Adolescence: Issues and Challenges	1	2			1	1,2,3		
Or								
EDV3500 Competency Based Training and Assessment			1	2				25 hours professional experience

Footnotes

* Students must have completed EDG5000 before undertaking this course or be enrolled in EDG5000 in the same semester.

Secondary part-time (1.5 years) recommended enrolment pattern (continuing students)

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

It is highly recommended that for the Graduate Diploma of Learning and Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Students following a non-standard enrolment pattern should consult the [course synopses](#) to ascertain if a course is offered in another term.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
First year, first semester								
EDG5000				1				15 days professional experience.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms		1,2				1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	15 days professional experience.
EDS2401 Junior Secondary Curriculum and Pedagogy *		1		1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Programs: BEDU or BSED Co-requisite: ESB2100	
First year, second semester								
EDG3000 Designing for Diversity		1		1,2				25 days professional experience.
EDS4250 Literacies Across the Curriculum		1,2				1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	
EDS3450 Senior Phase Curriculum and Pedagogy		2				1,2,3		
Second year, first semester								
EDX3250 Adolescence: Issues and Challenges		2				1,2,3		
Or								
EDV3500 Competency Based Training and Assessment				2				25 hours professional experience
EDM8004 Teacher Identity	1	1		1,2			Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	20 days professional placement.

Footnotes

* Students must have completed EDG5000 before undertaking this course or be enrolled in or EDG5000 in the same semester.

Secondary part-time (1.5 years) recommended enrolment pattern (students commencing 2017)

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

It is highly recommended that for the Graduate Diploma of Learning and Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Students following a non-standard enrolment pattern should consult the [course synopses](#) to ascertain if a course is offered in another term.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
First year, first semester								
EDG5000				1				15 days professional experience.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms		1,2				1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDS2401 Junior Secondary Curriculum and Pedagogy *		1		1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Programs: BEDU or BSED Co-requisite: ESB2100	15 days professional experience.
First year, second semester								
EDG3000 Designing for Diversity		1		1,2				25 days professional experience.
EDS4250 Literacies Across the Curriculum		1,2				1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	
EDS3450 Senior Phase Curriculum and Pedagogy		2				1,2,3		
Second year, first semester								
EDX3250 Adolescence: Issues and Challenges		2				1,2,3		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Or								
EDV3500 Competency Based Training and Assessment				2				25 hours professional experience
Plus								
EDM8004 Teacher Identity		1		1,2			Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	20 days professional placement.

Footnotes

* Students must have completed EDG5000 before undertaking this course or be enrolled in EDG5000 in the same semester.

Secondary part-time (2 year) recommended enrolment pattern (continuing students)

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

It is highly recommended that for the Graduate Diploma of Learning and Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Students following a non-standard enrolment pattern should consult the [course synopses](#) to ascertain if a course is offered in another semester.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
First year, first semester								
EDG5000				1				15 days professional experience.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms		1,2				1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
First year, second semester								
EDS4250 Literacies Across the Curriculum		1,2				1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDS2401 Junior Secondary Curriculum and Pedagogy *		1		1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Program s: BEDU or BSED Co-requi site: ESB2100	15 days professional experience.
Second year, first semester								
EDG3000 Designing for Diversity		1		1,2				25 days professional experience.
EDS3450 Senior Phase Curriculum and Pedagogy		2				1,2,3		
Second year, second semester								
EDX3250 Adolescence: Issues and Challenges		2				1,2,3		
Or								
EDV3500 Competency Based Training and Assessment				2				25 hours professional experience
EDM8004 Teacher Identity	1	1		1,2			Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the fol lowing Programs: MOLT or MPLT or MSLT	20 days professional placement.

Footnotes

* Students must have completed EDG5000 before undertaking this course or be enrolled in EDG5000 in the same semester.

Secondary part-time (2 year) recommended enrolment pattern (students commencing 2017)

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

It is highly recommended that for the Graduate Diploma of Learning and Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Students following a non-standard enrolment pattern should consult the [course synopses](#) to ascertain if a course is offered in another semester.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
First year, first semester								
EDG5000		1,2		1,2				15 days professional experience.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms		1,2				1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
First year, second semester								
EDS4250 Literacies Across the Curriculum		1,2				1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	
EDS2401 Junior Secondary Curriculum and Pedagogy *		1		1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Programs: BEDU or BSED Co-requisite: ESB2100	15 days professional experience.
Second year, first semester								
EDG3000 Designing for Diversity		1,2		1,2				25 days professional experience.
EDS3450 Senior Phase Curriculum and Pedagogy		2				1,2,3		
Second year, second semester								
EDX3250 Adolescence: Issues and Challenges		2				1,2,3		
Or								
EDV3500 Competency Based Training and Assessment				2				25 hours professional experience
Plus								
EDM8004 Teacher Identity		1,2		1,2			Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	20 days professional placement.

Footnotes

* Students must have completed [EDG5000](#) before undertaking this course or be enrolled in [EDG5000](#) in the same semester.

Graduate Diploma of Teaching (GDTO) - GradDipT

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the .

	Online
Start:	No new admissions
Fees:	Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time, up to 4 years part-time

Notes:

This program is only available to International, Permanent Residents or Australian **off-shore** students.

Compulsory Induction: A compulsory virtual induction must be undertaken prior to your first semester of study. This is held in February for semester 1 commencement or June for semester 2 commencement. The induction is offered in online mode for both semesters.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program aims

The Graduate Diploma of Teaching aims to graduate students who demonstrate:

- the knowledge, skills, practices and values inherent in the Australian Professional Standards for Teachers (as representative of the professional standards applicable to teachers' work in most global contexts)
- the qualities and skills required of a UniSQ graduate (see UniSQ's [Qualities of a Graduate Policy](#))
- the attributes of an Education graduate
- high levels of personal and professional literacies
- awareness, understanding and positive orientation towards redressing the educational disadvantages experienced by many students of minority backgrounds.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Australian citizens and permanent residents who are currently residing overseas are eligible to apply for this program.

Students should note that this program **does not** lead to eligibility for registration through the Queensland College of Teachers. All intending students are advised to check the eligibility requirements that apply to their local jurisdictions should they intend to seek teacher registration, qualified teacher status, or equivalent.

A minimum of a recognised three-year bachelor degree (or equivalent) in a discipline other than education is required.

All applicants must show how their prior studies meet these requirements by submitting a completed [Teaching Areas forms - Form G](#) with their application.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The one-year Graduate Diploma of Teaching requires 8 units at undergraduate level. A minimum of two semesters of study must be undertaken.

Duration	One year full-time, or equivalent.
Mode	WEB
Units	8 units, including 75 days of professional experience. Professional experience placements may be scheduled outside usual University teaching weeks. Travel to locations away from the areas local to the student's home may be necessary in order to complete the professional experience requirements.

Program completion requirements

In order to complete the Graduate Diploma of Teaching, a student must complete 8 specified units of study. See the table below:

Secondary (7-12)
First Semester
EDG5000 Designing for Learning
EDC2100 Managing Supportive Learning Environments
EDS4250 Literacy across the Curriculum
EDS2401 Middle Phase Curriculum & Pedagogy
Second Semester
EDG3000 Designing for Diversity
EDS3450 Senior Phase Curriculum & Pedagogy

EDX3250 Adolescence: Issues & Challenges
Or
EDV3500 Competency Based Training & Assessment
Or
EDP4140 Second Language Learning & Pedagogy
Or
EDO3211 Teaching in Global Contexts
EDM8004 Teacher Identity

Students must also complete all requirements associated with an initial 30-hour Induction Program prior to the first semester of study.

Major studies

All students must select the Secondary specialisation (understood, in Queensland, as the school years 7 – 12).

Major studies objectives

Secondary

In addition to the whole-of-program aims described above, the Secondary specialisation aims to prepare graduates with sound levels of discipline and pedagogic content knowledge in their nominated teaching areas and who will thus be able to apply a range of teaching and learning approaches to support the development of knowledge, understanding and skills that will help students around 12 - 18 years of age (Years 7 - 12) to reach their full potential through secondary schooling.

Professional experience

The Graduate Diploma of Teaching program requires students to complete a minimum of 75 days of professional experience.

Within each sector strand, the professional experience components of the program are all tied to four courses, so that students undertake two professional experience placements in both semesters of full-time enrolment.

In order to undertake the courses to which professional experience placements are attached in the second half of the program, students must have successfully completed the entire previous year's Professional Experience courses in order to enrol in this course. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in this course. For [EDC4000 Preparing for the Profession/EDM8004 Teacher Identity](#) there is the further requirement that any students undertaking the embedded placement will require UniSQ approval of the proposed arrangements for that placement and will need to ensure that they comply with any additional requirements of their local jurisdiction.

State law in Queensland (Australia) requires that all adults working/undertaking Professional Experience practica/researching with children under the age of 18, in the state of Queensland must hold a valid [Blue Card](#) or [Exemption Card](#). If undertaking placement outside of Queensland you must ensure that all relevant checks are completed and evidence of this is provided to the [Professional Experience Team](#)

It is highly recommended that for the Graduate Diploma of Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

See [Professional Experience Forms](#) for further information.

IT requirements

Students must have reliable and ready access to email and the Internet. Broadband would be a significant advantage. See [minimum computing standards](#) for more information.

Other program requirements

The major program requirements are the satisfactory completion of 8 specified units and 75 days of approved professional experience.

A 30-hour virtual induction program, compulsory for all students regardless of location, is held prior to commencing formal studies in the first semester of enrolment. For the Semester 1 intake each year this induction program is held in February. For the Semester 2 intake each year the equivalent induction program is held in late June/early July.

Credit

There is no credit available for courses completed in the degree that formed the basis for the student's admission to the program, but students who have completed degrees or diplomas in addition to the degree that formed the basis of their admission to the program may apply for any credit that may be applicable from that source.

Students may seek credit from courses on the basis of documented prior study at University level or equivalent qualifications and experience. Such applications will be considered on their merits in relation to the extent to which the documentation supplied by the student demonstrates a clear match with the objectives of the course for which the credit is sought. A maximum of four units of credit may be allowable.

Students who have documented evidence of satisfactory work in the role of teacher (or similar) may be eligible to seek credit for some of the required days of professional experience on the basis of recognition of current competence. Such applications must be supported by formal documentation from a school principal on school letterhead. The maximum credit available in such circumstances shall not exceed 15 days.

Secondary (continuing students)

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

It is highly recommended that for the Graduate Diploma of Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Students following a non-standard enrolment pattern should consult the [course synopses](#) to ascertain if a course is offered in another term.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDG5000		1,2		1,2				15 days professional experience.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms		1,2			1	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDS4250 Literacies Across the Curriculum		1,2			1	1,2	Pre-requisite: ESP2200 or EDS2402 and Students must	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							be enrolled in one of the following Programs: BEDU or BSED	
EDS2401 Junior Secondary Curriculum and Pedagogy *	1	1	1	1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Programs: BEDU or BSED Co-requisite: ESB2100	15 days professional experience.
EDG3000 Designing for Diversity		1,2		1,2				25 days professional experience
EDS3450 Senior Phase Curriculum and Pedagogy	1	2			1	1,2,3		
EDM8004 Teacher Identity	1	1,2		1,2			Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	20 days professional placement.
Choose either								
EDX3250 Adolescence: Issues and Challenges					1	1,2,3		Students should note that these choices are subject to availability/offer
Or								
EDV3500 Competency Based Training and Assessment			1	2				25 hours professional experience
Or								
EDP4140 Second Language Learning and Pedagogy		1				1		Students should note that these choices are subject to availability/offer
Or								
EDO3211					1	3		Students should note that these choices are subject to availability/offer

Footnotes

* Students must have completed EDG5000 before undertaking this course or be enrolled in EDG5000 in the same semester.

Secondary (students commencing 2017)

Students should not make changes to this pattern without first contacting the Faculty of Business, Education, Law and Arts for advice.

It is highly recommended that for the Graduate Diploma of Teaching enrolment pattern students do the first professional experience course EDG5000 in their first semester so they will be able to decide if teaching is for them.

Students following a non-standard enrolment pattern should consult the [course synopses](#) to ascertain if a course is offered in another term.

Note: minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDG5000		1,2		1,2				15 days professional experience.
EDC2100 Supportive Learning Environments: Cultivating Effective Classrooms		1,2			1	1,2	Students must be enrolled in: BEDU (EarlyChild) or BEDU (Primary) or BEDU (Primary+Special Ed) or BEDU (Special Ed) or BEDU (HPE Primary) or BEDU (SHPE Primary) or BECH or MOLT (Primary) or BEED or BPED Co-requisite: BEDU (Primary) or BPED Only - EDP2111	
EDS4250 Literacies Across the Curriculum	1	1,2			1	1,2	Pre-requisite: ESP2200 or EDS2402 and Students must be enrolled in one of the following Programs: BEDU or BSED	
EDS2401 Junior Secondary Curriculum and Pedagogy *	1	1	1	1,2			Pre-requisite: EDU1100 or ESP1200 or EDC1400 and Students must be enrolled in one of the following Programs: BEDU or BSED Co-requisite: ESB2100	15 days professional experience.
EDG3000 Designing for Diversity		1,2		1,2				25 days professional experience
EDS3450 Senior Phase Curriculum and Pedagogy	1	2			1	1,2,3		
EDM8004 Teacher Identity		1,2		1,2			Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	20 days professional placement
Choose either								
EDX3250 Adolescence: Issues and Challenges					1	1,2,3		Students should note that these choices are subject to availability/offer
Or								
EDV3500 Competency Based Training and Assessment			1	2				25 hours professional experience

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Or								
EDP4140 Second Language Learning and Pedagogy		1				1		Students should note that these choices are subject to availability/offer
Or								
EDO3211					1	3		Students should note that these choices are subject to availability/offer

Footnotes

* Students must have completed EDG5000 before undertaking this course or be enrolled in EDG5000 in the same semester.

Master of Applied Linguistics (MALN) - MAppLing

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#) .

	On-campus*#	Online
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time, up to 6 years part-time	
Program articulation:	From: Graduate Certificate of Education	

Notes:

From 2013, the Commonwealth Government will only support students in Masters programs who are studying one of the following three specialisations: Early Childhood, Special Education or TESOL. The Commonwealth Government will no longer provide any support for students who will be enrolled in Postgraduate Certificate programs. Those students who enrolled prior to 2013 with a Commonwealth Government Supported Place will be permitted to teach out their current program with Commonwealth Government Support.

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland please refer to the ; [Graduate Diploma of Learning and Teaching](#).

On successful completion of the ; [Master of Applied Linguistics](#), students may be eligible for entry into the ; [Doctor of Education](#), provided necessary entry requirements are met.

Footnotes

- * All modes of study are supported with the UniSQ *StudyDesk*. It is possible to complete the program via a combination of delivery modes.
Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the Online offering and advised of this change before semester commences.

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

On successful completion of the Master of Applied Linguistics, graduates should be able to:

- critically reflect on language related issues and analyse their implications
- integrate knowledge and assess outcomes as a strategic facilitator in second language contexts
- expand communication management and multi-literacy skills assisted by technology in relevant discourse communities
- demonstrate enhanced competence in academic and scholarly writing
- use analytical skills in a specialised field of Applied Linguistics
- plan and execute a substantial research-based project, capstone experience and/or professionally focused project.
- apply knowledge and skills to enhance learning in diverse cultural and linguistic settings.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

A tertiary qualification at Bachelor Degree or equivalent (AQF level 7) in a related discipline from a recognised institution.

For candidates who have a Bachelor Degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, UniSQ's [Graduate Certificate of Education](#) provides a pathway into the Master of Applied Linguistics.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Master of Applied Linguistics is a 12-unit program, comprising one-third research training, with at least half of the remaining specialised coursework at AQF 9.

Program completion requirements

Students are required to follow the recommended enrolment pattern to graduate with a Master of Applied Linguistics.

Required time limits

Students have a maximum of 6 years to complete this program.

IT requirements

Students must have reliable and ready access to email and the Internet. See [minimum computing standards](#) for more information.

Articulation

The Master of Applied Linguistics articulates from the [Graduate Certificate of Education](#).

Exit points

Students who successfully complete a minimum of four units of the Master of Applied Linguistics will be eligible to exit with a [Graduate Certificate of Education](#) in a specified area or with a non-specified award.

Students who successfully complete a defined sequence of eight units (six units from their specialisation and two other courses from the program) in the Master of Applied Linguistics will be eligible to exit with a Graduate Diploma of Education (GDEU).

Students wishing to exit with one of these awards are advised to contact the Faculty of Business Education Law and Arts.

Credit

Credit may be granted on the basis of completed equivalent postgraduate study from a recognised university. In order for a credit to be granted, the claim must meet the following specific requirements:

- the course was passed within five years prior to the application (courses up to 10 years old may be considered if evidence is provided that the applicant has been employed in that field)
- the course passed is sufficiently equivalent in objectives, content and weightings to a course prescribed in the Master of Applied Linguistics, or alternatively, a suitable discipline course.
- the maximum credit granted is no greater than six units for the Master of Applied Linguistics
- credit approved in the Master of Applied Linguistics will not automatically apply to other programs offered by the UniSQ.

Claims for credit should be submitted prior to or at the time of enrolment in a course. Each claim will be assessed on individual merit in line with UniSQ policy. Credit approved in this program will not automatically apply to other programs offered by UniSQ. Please contact the Faculty of Business, Education, Law and Arts for further information.

Other information

Assessment of the courses will involve one or more of the following components: written assignments, take-home examinations, reflective journal keeping, seminar presentation (where appropriate), report writing, development of work courses, questionnaires, marking schemes, etc. as appropriate to each course.

Enrolment

Students may commence this program in semesters one, two or three. Online students may choose to study part-time or full-time, or a combination of both at different stages of their program. On-campus commencement is restricted to semesters one and two. International on-campus students must be enrolled full-time.

Recommended enrolment pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Required courses:								
LIN5000 The Nature of Language		1,2				1,2		
LIN8001 Principles of Second Language Learning		1,2				1		
LIN8002 Methodology in Teaching a Second Language		1,2				1,2		
LIN8006 Technology-Enhanced Language Teaching		1				1,2		
LIN8007		2				1,3		
LIN8015		2				2,3		
Select one of the following three courses:								
EDR8005 Discourse Analysis		1				1,2		
EDU5760				1,2				Professional Experience is a required component of this course, please refer to the Course Specifica

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
								tion regarding sector specific requirements.
LIN8019 Teaching Languages to Young Learners						2		
Select one UniSQ postgraduate course:								
Discipline Course [#]		1,2,3				1,2,3		
Complete all three courses in either of the following research pathways:								
Applied Research Pathway[^]								
EDR8801 Foundations of Research in Education		2				1,2		
EDR8802 Foundation Methods for Research in Education		2,3				2,3	Pre-requisite: EDR8801	
EDR8062						1,2,3		2–unit course
Research Higher Degree Pathway[*]								
RSH8000 Introduction to Research		1,2				1,2		
RSH8001 Research Methods		1,2				1,2		
EDR8061 Master of Education Project		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802	2–unit course

Footnotes

- # Discipline course must be selected from postgraduate [UniSQ programs](#).
[^] The Applied Research Pathway does not qualify students for direct entry to the PhD program.
^{*} Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the PhD program subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.

Master of Applied Linguistics (MAPL) - MAppLing

CRICOS code (International applicants): 021018E

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#).

	On-campus*#	Online
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time, 5 years part-time on-campus, up to five years part-time online education, up to five years part-time online education	
Program articulation:	From: Postgraduate Certificate in Applied Linguistics	

Notes:

From 2013, the Commonwealth Government will only support students in Masters programs who are studying one of the following three specialisations: Special Education TESOL Early Childhood. The Commonwealth Government will no longer provide any support for students who will be enrolled in Post Graduate Certificate programs. Those students who enrolled prior to 2013 with a Commonwealth Government Supported Place will be permitted to teach out their current program with Commonwealth Government Support.

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland please refer to the ; [Graduate Diploma of Learning and Teaching](#) .

On successful completion of the ; [Master of Applied Linguistics](#), students may be eligible for entry into the ; [Doctor of Education](#), provided necessary entry requirements are met.

Footnotes

- * All modes of study are supported with the UniSQ *StudyDesk*. It is possible to complete the program via a combination of delivery modes.
- # Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the Online offering and advised of this change before semester commences.

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

On successful completion of the Master of Applied Linguistics, graduates should be able to:

- critically reflect on language related issues and analyse their implications
- integrate knowledge and assess outcomes as a strategic facilitator in second language contexts
- expand communication management and multi-literacy skills assisted by technology in relevant discourse communities
- demonstrate enhanced competence in academic and scholarly writing
- use analytical skills in a specialised field of Applied Linguistics.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Applicants must have completed a bachelor degree or equivalent from a recognised institution.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Master of Applied Linguistics is an 8-unit program. A minimum of 50% of the program (4 units) must comprise courses at level 8. The program is offered in two strands: Community and Teaching. Both strands have a research pathway. The teaching strand also has a wholly coursework pathway.

The **Community strand** embeds a research pathway and coursework, as shown in the following Table.

Required Applied Linguistics courses	LIN5000 , EDR8005, LIN8015	3 units
Required Research courses:	EDR8000, EDR8061	3 units
Optional Research courses:	EDR8060 or EDR8001	1 unit
Optional postgraduate discipline course	See note 1	1 unit

Note 1 Discipline courses may be drawn from the [Master of Education \(8 units\)](#) or from other [UniSQ post graduate programs](#). Contact the Faculty of Business, Education, Law and Arts to confirm suitability.

The **Teaching Strand** embeds a research or coursework pathway, as shown in the following Table.

	Research		Coursework	
Required Applied Linguistics courses	LIN5000 , LIN8001 , LIN8002	3 units	LIN5000 , LIN8001 , LIN8002	3 units
Applied Linguistics discipline courses	LIN8003, EDR8005, LIN8006 , LIN8007, LIN8019	2 units	LIN8003, EDR8005, LIN8006 , LIN8007, LIN8019	4 units
Required Research courses	EDR8061 , EDR8000 or EDU5713	3 units		
Optional postgraduate discipline course			See note 1	1 unit

Note 1 Discipline courses may be drawn from the [Master of Education \(8 units\)](#) or from other [UniSQ post graduate programs](#). Contact the Faculty of Business, Education, Law and Arts to confirm suitability.

In some countries, completion of a research stream is a requirement for recognition of the Master's qualification. Those students in particular from **Canada and the Middle East**, or those intending to live and work there, should check registration requirements with the relevant authority in-country around the half-way point of the Master's program. This will allow time for students to complete their program via the research pathway if the need to do so is indicated.

Program completion requirements

Students are required to follow the recommended enrolment pattern to graduate with a Master of Applied Linguistics. Those who deviate from the recommended enrolment pattern are invited to transfer to the Master of Education (TESOL), a program with a less highly structured enrolment pattern containing all Applied Linguistics courses, or the Master of Learning and Development, a program that accommodates non-education courses.

Required time limits

Students have a maximum of 5 years to complete this program.

Electives/Approved courses

Discipline courses will be selected from

Education	Other Disciplines *
Select from the MED1 Master of Education (8 units)	Select courses from other UniSQ postgraduate program s
Give priority to courses from the TESOL major:	
EDR8005 Discourse Analysis	
LIN8001 Principles of Second Language Learning	
LIN8002 Methodology in Teaching a Second Language	
LIN8003 Language Program Management	
LIN8006 Technology-Enhanced Language Teaching	
LIN8007	
LIN8015	
LIN8019 Teaching Languages to Young Learners	

*

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

* Contact the Faculty of Business, Education, Law and Arts to confirm suitability.

IT requirements

Students must have reliable and ready access to email and the Internet. See [minimum computing standards](#) for more information.

Articulation

The Master of Applied Linguistics program articulates from the Postgraduate Certificate in Applied Linguistics (PGAL).

The Community Strand embeds the PGAL Community Strand. Articulating PGAL students will study 3 Required Research Courses and one of the Optional Research courses.

The Teaching Strand embeds the PGAL Teaching Strand. Articulating PGAL students will study 3 Required Research Courses and one discipline course to complete their MAPL research pathway or 3-4 Applied Linguistics elective courses and optionally one postgraduate discipline course to complete their MAPL coursework pathway.

Exit points

The Postgraduate Certificate in Applied Linguistics (PGAL) and the Postgraduate Certificate in Learning and Development (PGLD) are optional exit points from the Masters with four relevant courses completed.

Credit

The maximum credit granted will be no more than half of the program units (four units). Within this limit, credit will be granted for relevant studies successfully completed at postgraduate level in the last five years and may be considered for studies successfully completed in the last 10 years. Students who have completed the Postgraduate Certificate programs listed in the Articulation section above, will receive full credit if they study the same specialisation in this program. Students intending to apply for credit should follow the [guidelines for credit for previous study or work](#). Within the framework of those regulations, the following points should be given particular consideration:

- Transfer of credit from other incomplete UniSQ award programs may be permitted where there is similar or appropriate content.
- Normally an accredited Certificate in TESOL (e.g. the Cambridge Certificate in Teaching English to Speakers of Other Languages - CELTA) attracts 1 unit of credit and a Diploma in TESOL 2 units of credit.
- completed and assessed professional development modules based on PGAL course materials will attract credit into the program.

Students should seek advice from the Faculty of Business, Education, Law and Arts before applying for credit.

Students who have completed [LIN5000 The Nature of Language](#) or [LIN8001 Principles of Second Language Learning](#) or [LIN8002 Methodology in Teaching a Second Language](#) as part of an undergraduate program in the past 5 years are exempt from repeating the course but must complete Applied Linguistics discipline courses to gain 8-units for the award.

Other information

Assessment of the courses will involve one or more of the following components: written assignments, take-home examinations, reflective journal keeping, seminar presentation (where appropriate), report writing, development of work courses, questionnaires, marking schemes, etc. as appropriate to each course.

Enrolment

Students may commence this Program in semesters one, two or three. External students may choose to study part-time or full-time, or a combination of both at different stages of their program. On-campus commencement is restricted to semesters one and two. International on-campus students must be enrolled full-time.

Community strand - Recommended enrolment pattern

Graduates will have a clear sense of strategic direction for identifying linguistic differences in communities and assisting in the management of this diversity.

It is recommended that

- the program of study commences with [LIN5000 The Nature of Language](#)

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Required							
LIN5000 The Nature of Language		1,2			1	1,2	
EDR8005 Discourse Analysis		1				1,2	
LIN8015		2				2,3	
EDR8000		1,2,3				1,2,3	
EDR8061 Master of Education Project		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802
Select a minimum of one unit							
EDR8060		1,2				1,2,3	
EDR8001					2	1,2,3	
Select a maximum of one discipline unit from the table of discipline courses							

Teaching strand - Recommended enrolment pattern

Graduates will be competent in key areas for second language teaching in a range of contexts. This Strand enhances each student's capacity for open, critical reflective thinking about second language teaching practice by critically analysing relevant professional issues affecting current educational practices in the area of second language teaching and policy development.

It is recommended that

- the program of study commences with [LIN5000 The Nature of Language](#)
- [LIN8001 Principles of Second Language Learning](#) is studied prior to [LIN8002 Methodology in Teaching a Second Language](#)

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Coursework pathway							
Required							
LIN5000 The Nature of Language	1	1			1	1,2	
LIN8001 Principles of Second Language Learning	1	1,2				1	
LIN8002 Methodology in Teaching a Second Language		1,2			1	2	
Select minimum of 4 courses							
LIN8003 Language Program Management						2	
EDR8005 Discourse Analysis		1				1,2	
LIN8006 Technology-Enhanced Language Teaching		1				1,2	
LIN8007		2				1,3	
LIN8015		2				2,3	
LIN8017 Bilingualism and Bilingual Education		1				1	

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Select a maximum of one discipline unit from the table of discipline Courses							
To best position yourself for later PhD studies, the Research pathway is recommended							
Research pathway							
Required							
LIN5000 The Nature of Language	1	1,2			1	1,2	
LIN8001 Principles of Second Language Learning	1	1,2				1	
LIN8002 Methodology in Teaching a Second Language		1,2			1	2	
Select minimum of two courses from							
LIN8003 Language Program Management						2	
EDR8005 Discourse Analysis		1				1,2	
LIN8006 Technology-Enhanced Language Teaching		1				1,2	
LIN8007		2				1,3	
LIN8015		2				2,3	
LIN8017 Bilingualism and Bilingual Education		1				1	
Research course:							
EDR8000		1,2,3			1	1,2,3	
Required project work							
EDR8061 Master of Education Project		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802

Notes:

On campus offers are contingent upon sufficient enrolments. Subject to International Student visa requirements, alternative modes of EXT or WEB may be substituted.

Master of Education (Commonwealth Supported Place (CSP)) or Master of Education (Full Fee Paying (FFP)) (MEDCorMEDF) - MEd

	On-campus	Online*
Start:	Semester 1 (February) Semester 2 (July)	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Campus:	Toowoomba	-
Fees:	Commonwealth supported place Domestic full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	1.5 years full-time (dependent on availability of courses), up to 6 years part-time	
Program articulation:	From: Graduate Certificate of Education and/or ; Graduate Diploma of Education (Commonwealth Supported Place (CSP)) or Graduate Diploma of Education (Full Fee Paying (FFP))	

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

Specialisations can be either Commonwealth Supported Place or Full Fee Paying. Students who are not eligible for a Commonwealth Supported Place will be charged full-fee.

Online mode of study is supported through the UniSQ Study Desk.

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland, please refer to the ;

On successful completion of the Master of Education, students may be eligible for entry into the ; [Doctor of Philosophy](#), provided necessary entry requirements are met.

Footnotes

* Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program aims

Within our suite of postgraduate studies, the Master of Education is a coursework program designed for diverse professional contexts and offering a possible pathway into doctoral studies. The program will enable you to extend and master your professional knowledge and understanding of the latest developments in national and global educational issues. You will develop your ability to evaluate and critically reflect on evidence-based practice whilst enhancing your research skills. You will contextualise theory and practice in community, professional and workplace contexts while critically reflecting on current educational practices with a view to effecting change. This program offers flexible, cross-disciplinary, specialisation and elective options that enable you to tailor your learning to enhance and advance your career opportunities.

Program objectives

On successful completion of the program, graduates should be able to:

- (1) Synthesise and apply advanced theoretical and technical knowledge to contemporary and emerging educational issues, ideas, policies and debates with regard to professional practice.
- (2) Analyse and evaluate complex educational contexts to critically reflect on cultural norms and practices in educational settings nationally and globally.
- (3) Communicate effectively in academic, professional and community contexts through multiple modes.
- (4) Communicate ways of working respectfully and collaboratively with Aboriginal and Torres Strait Islander peoples and communities, and culturally and linguistically diverse peoples and communities.
- (5) Develop creative and effective ways to implement contextually relevant educational innovation.
- (6) Design and conduct ethical research responsive to educational theories, practices and contexts.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Completion of an Australian university three year Bachelor degree, or equivalent (AQF Level 7), in an education related discipline, from a recognised institution.
- English Language Proficiency requirements for Category 3.

For applicants who have a Bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, UniSQ's [Graduate Certificate of Education](#) provides a pathway into the Master of Education. Upon completion and achievement of a minimum GPA of 4.0, they will be eligible for entry into the Master of Education.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program structure

The Master of Education is a 12-unit program. These guidelines shape the program structure:

- In the program structure, three specialisation courses from the recommended enrolment pattern of the selected specialisation must be completed with, or before, enrolling in the first research course, [EDR8801 Foundations of Research in Education](#)[£].
- The three research courses must be taken in all specialisations, and these equal four units of work.
- Completion of required or approved courses from the recommended enrolment pattern of the selected specialisation.
- To be eligible to apply for entry to the [Doctor of Philosophy](#) (PhD) students must normally:
 - successfully complete the program with an overall GPA of 5.0 and
 - achieve a GPA of 5.75 for the four unit research courses

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

	On-campus	Online	Requirement	Comment
Research courses				
EDR8801 Foundations of Research in Education [£]		1, 2, 3	Co-requisite: three specialisation courses from the recommended enrolment pattern of the selected specialisation.	
EDR8802 Foundation Methods for Research in Education [£]		1, 2, 3	Pre-requisite: EDR8801 , three specialisation courses from the recommended enrolment pattern of the selected specialisation.	
EDR8061 Master of Education Project [£]		1, 2, 3	Pre-requisite: EDR8801 and EDR8802 .	This is a 2 unit capstone course and is recommended to be taken in the final semester of study.

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Required time limits

Subject to the availability of the required courses, full-time enrolment normally requires 1.5 years of study. Part-time enrolment may be extended to 6 years of study.

Core courses

The Master of Education has required courses or sequences of courses. Students are advised to note carefully the enrolment requirements for the specialisation and to ensure that they plan their enrolment to allow for completion of the specialisation requirements.

Specialisation

All specialisations are available for both domestic and international students in the Master of Education. A limited number of specialisations are available as Commonwealth Supported Places for eligible students.

For each of the specialisations students are required to complete the enrolment pattern as outlined in the specialisation requirements.

Specialisations in the Master of Education:

- Career Development
- Guidance and Counselling (eligible for Commonwealth Supported Place)
- Special and Inclusive Education (eligible for Commonwealth Supported Place)
- General (no named specialisation will appear on the Testamur)

Students who wish to study a broader variety of courses and are not seeking a specialisation should follow the general pathway guidelines. Please note this is a full-fee paying pathway.

Electives/Approved courses

Education postgraduate courses *	Discipline Focus	Projected semester offers
EDU5321 Educating Students with Special Needs £	Special and Inclusive Education	1,3
EDU5324 Trauma, Behaviour and Learning £	Special and Inclusive Education	3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention £	Guidance and Counselling	1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents £	Guidance and Counselling	1,3
EDU8317 Individual Assessment and Testing	Guidance and Counselling, Career Development	1
EDU8320 Rights and Responsibilities of School Leaders £	Educational Leadership	3
EDU8324 Learning Difficulties: Reading	Special and Inclusive Education	2
EDU8326 Learning Difficulties: Mathematics	Special and Inclusive Education	1
EDU8328 Consultation and Communication: Theory and Practice £	Career Development, Guidance and Counselling	2,3
EDU8331 Career Development in Educational Settings	Guidance and Counselling, Career Development	2

EDU8332 Introduction to Counselling in Educational Contexts	Career Development, Guidance and Counselling	1
EDU8333 Advanced Counselling in Educational Contexts	Guidance and Counselling	2
EDU8336 Guidance and Counselling Professional Experience	Guidance and Counselling	1, 2 Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
EDU8338 Autism[£]	Special and Inclusive Education	3
EDU8400 Mentoring and Coaching	Educational Leadership, Career Development, STEM Education	1, 2
EDU8507 Counselling in Education Contexts: Theory & Practice	Guidance and Counselling	1
EDU8509 Positive Behaviour Support within School Contexts	Special and Inclusive Education	1
EDU8510 Building Pedagogical Leadership Capacity	Educational Leadership	1
EDU8606 Lifelong Career Development	Career Development	1
EDU8706 Differentiation	Special and Inclusive Education	2
EDU8707 Wellbeing in Educational Contexts	Special and Inclusive Education	1
EDU8821 Professional Practice in Special/Inclusive Education	Special and Inclusive Education	2 Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
EDU8720 Leading Educational Organisations	Educational Leadership	1
EDU8721 Professional Learning in Educational Organisations	Educational Leadership	2
EDU8722 Organisational Change and Transformation	Educational Leadership	2
LIN5000 The Nature of Language	TESOL	1,2
LIN8001 Principles of Second Language Learning	TESOL	1,2
LIN8002 Methodology in Teaching a Second Language	TESOL	1,2
LIN8006 Technology-Enhanced Language Teaching	TESOL	1
LIN8019 Teaching Languages to Young Learners	TESOL	2

Footnotes

- * Subject to approval of the Director and provided necessary pre-requisites are met.
- £ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

IT requirements

Students must have reliable and ready access to email and the Internet. See [minimum computing standards](#) for more information.

Articulation

The Master of Education articulates from the [Graduate Certificate of Education](#) and/or [Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#). On completion of the Master of Education, students may be eligible for entry into the [Doctor of Philosophy](#), provided necessary entry requirements are met.

Exit points

Students who successfully complete a minimum of four units of the Master of Education program will be eligible to exit with a Graduate Certificate of Education for the general pathway or the selected specialisation. Students who successfully complete eight units of study may exit with a Graduate Diploma of Education for the general pathway or the selected specialisation. Students wishing to exit with one of these awards are advised to contact the Faculty of Business Education Law and Arts.

Credit

Credit may be granted on the basis of completed equivalent postgraduate study from a recognised institution. In order for credit to be granted, the claim must meet the following specific requirements:

- the course was passed within ten years prior to the application.
- the course passed is sufficiently equivalent in objectives, content and weightings to a course prescribed in the Master of Education, or alternatively, the course is suitable as a discipline course
- the maximum credit granted is no greater than six units for the Master of Education
- credit approved in the Master of Education will not automatically apply to other programs offered by the UniSQ

Claims for credit should be submitted prior to or at the time of enrolment in a course. Each claim will be assessed on individual merit in line with UniSQ policy. Please contact the Faculty of Business, Education, Law and Arts for further information.

Enrolment

Students will enrol in the Master of Education on either a full-time or a part-time basis.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required students may need to choose alternative courses. Students will be advised of the change prior to semester start.

Guidance and Counselling

Master of Education (Commonwealth Supported) (MEDC)

Commonwealth Supported Places available for eligible students.

The Master of Education (Guidance and Counselling) is an appropriate qualification for entry-level membership of the [Queensland Guidance and Counselling Association](#) (QGCA)

Students planning to work as a Guidance Officer in Education Queensland's state schools usually require registration as a teacher in addition to the Master of Education (Guidance and Counselling). Counselling roles in schools in the Independent or Catholic sectors in Queensland may have different requirements. You should check the requirements with your prospective employer.

Students planning to work outside Queensland and who are intending to use the Master of Education (Guidance and Counselling) for employment in schools in a guidance and counselling role, should consult relevant registration bodies, the Australian Counselling Association, and/or state branches of the [Australian Psychologist and Counsellors in Schools](#).

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Required Courses								
EDU8332 Introduction to Counselling in Educational Contexts						1		
EDU8333 Advanced Counselling in Educational Contexts						2	Pre-requisite: EDU8332	
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention [£]						1,3	Enrolment is not permitted in EDU5325 if EDU3325 has been previously completed.	
EDU5335 Emotional and Behavioural Problems of Children and Adolescents [£]						1,3	Enrolment is not permitted in EDU5335 if EDU3335 has been previously completed.	
EDU8317 Individual Assessment and Testing						1		
EDU8328 Consultation and Communication: Theory and Practice [£]						2,3		
EDU8507 Counselling in Education Contexts: Theory & Practice						1		
Complete one of the following approved courses:								
EDU8331 Career Development in Educational Settings						2		
EDU8336 Guidance and Counselling Professional Experience				1, 2			Pre-requisite: EDU8332 and EDU8333	Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
Complete all three research courses. Find more details within the Program Structure of this degree								

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Special and Inclusive Education

Master of Education (Commonwealth Supported) (MEDC)

Commonwealth Supported Places available for eligible students.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Required Courses								
EDU8324 Learning Difficulties: Reading						2		
EDU8326 Learning Difficulties: Mathematics						1		
EDU5324 Trauma, Behaviour and Learning £						3		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU8509 Positive Behaviour Support within School Contexts						1		
EDU8338 Autism[£]						3		
EDU8706 Differentiation						2		
EDU8707 Wellbeing in Educational Contexts						1		
Complete one of the following approved courses:								
EDU8821 Professional Practice in Special/Inclusive Education				2				Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
EDU5321 Educating Students with Special Needs[£]						1,3		
Complete all three research courses.. Find more details within the Program Structure of this degree.								
Notes: Some courses require access to workplaces.								

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Career Development

Master of Education (Full-Fee Paying) (MEDF)

The Career Development specialisation meets the professional learning needs of professionals working in teaching, counselling, training, employment, community development, or information management roles who support the career planning and development of students, clients, and organisations. The Career Development specialisation addresses core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the [Career Industry Council of Australia](#) as a qualification for the status of professional career development practitioner under the Professional Standards.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Required Courses							
EDU8606 Lifelong Career Development						1	
EDU8331 Career Development in Educational Settings						2	
EDU8332 Introduction to Counselling in Educational Contexts						1	
EDU8317 Individual Assessment and Testing						1	
EDU8328 Consultation and Communication: Theory and Practice [£]						2,3	
EDU8400 Mentoring and Coaching						1, 2	
EDU8011						1	

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year. Master of Education (Commonwealth Supported Place (CSP)) or Master of Education (Full Fee Paying (FFP)) (MEDCorMEDF) - MEd (2023)

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
EDU8721 Professional Learning in Educational Organisations						2	
Complete all three research courses. Find more details within the Program Structure of this degree.							

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

General Pathway

Master of Education (Full-Fee Paying) (MEDF)

For students choosing this pathway, no named specialisation will appear on their Testamur.

Master of Education (MEDA) - MEd

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#).

	On-campus*##+	Online*
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	1.5 years full-time, up to 6 years part-time	
Program articulation:	From: Graduate Certificate of Education	

Notes:

Both modes of study are supported through the UniSQ Study Desk.

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland, please refer to the ; [Graduate Diploma of Learning and Teaching](#) (Secondary) or the ; (Primary).

On successful completion of the ; [Master of Education](#), students may be eligible for entry into the ; [Doctor of Education](#) or the ; [Doctor of Philosophy](#), provided necessary entry requirements are met.

Footnotes

- * Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.
- # Only the research (EDR) and the linguistics (LIN) courses run on-campus.
- + On-campus offers may be converted to online offers if there are insufficient numbers in the on-campus enrolment. Students may prefer to select other on-campus courses, subject to availability.

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program aims

The aim of the Master of Education is to provide professionals in education, training and development with Master level coursework that will engage with educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. The program aims to:

- facilitate the development and consolidation of knowledge and skills in teaching and learning in community, professional and workplace learning settings that are informed by contemporary learning theory and futures-oriented approaches
- support the application of these knowledge and skills through learner-centred design, flexible delivery and individualised and authentic assessment to enhance quality of services for their learners.

Program objectives

Students who successfully complete the Master of Education will have acquired advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates will be able to demonstrate:

- advanced theoretical and technical knowledge in one or more disciplines or areas of practice
- the ability to analyse critically, evaluate and transform information to complete a range of activities
- the ability to analyse, generate and transmit solutions to complex problems
- the ability to transmit knowledge, skills and ideas to others
- the ability to apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner
- the ability to plan and execute a substantial research-based project, capstone experience and/or professionally focused project.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

A tertiary qualification at Bachelor degree or equivalent (AQF level 7) in a related discipline from a recognised institution.

For candidates who have a Bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, UniSQ's [Graduate Certificate of Education](#) provides a pathway into the Master of Education.

The normal requirement for entry into the Master of Education is a four-year Bachelor degree in education, or a three-year Bachelor degree plus one year of graduate study in education.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program completion requirements

Students are required to follow the recommended enrolment pattern to graduate with the Guidance and Counselling, Special Education or TESOL specialisation.

Program structure

The Master of Education is a 12-unit program. Three guidelines shape the program structure:

- Six or seven units (depending on specialisation) must be taken from the recommended enrolment pattern of the selected specialisation.
- Three research courses must be taken (which equates to four units of work). Students can choose from either the Applied Research Pathway or the Research Higher Degree Pathway.
 - Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the [Doctor of Philosophy \(PhD\)](#), subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.
 - The Applied Research Pathway does not qualify students for direct entry to the PhD.
- One or two discipline courses (depending on specialisation).

Required time limits

Full-time enrolment normally requires 1.5 years of study. Part-time enrolment may be extended to six years of study.

Core courses

All specialisations have required courses or sequences of courses. Students are advised to note carefully the enrolment requirements for the specialisation and to ensure that they plan their enrolment to allow for completion of the specialisation requirements.

Major studies

The Master of Education offers specialisations in the following:

- Guidance and Counselling
- Special Education
- TESOL.

For a major in Leading and Managing Educational Organisations, please refer to the [MEDB Master of Education \(Full Fee Paying\)](#).

Electives/Approved courses

Education Postgraduate Discipline Courses [*]		
	Projected Semester Offers	
	On-campus	Online
EDR8000	2,3	1,2,3
EDR8001	3	1,2,3
EDR8005 Discourse Analysis	1	1,2
EDU5010		2

EDU5112		3
EDU5221		2
EDU5321 Educating Students with Special Needs[£]		1,3
EDU5322		3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention[£]		1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents[£]		2
EDU5601 Designing for Flexible Learning Environments [^]		1
EDU5702		2
EDU5703		3
EDU5705		1
EDU5713	3	1,3
EDU5760		1,2
EDU8007		1
EDU8011		2
EDU8111		2
EDU8114		1
EDU8117		2
EDU8311		1
EDU8312		1
EDU8314		1,3
EDU8317 Individual Assessment and Testing		1
EDU8318		2
EDU8319 Marketing Your Educational Organisation [†]		3
EDU8324 Learning Difficulties: Reading		2
EDU8326 Learning Difficulties: Mathematics		1
EDU8328 Consultation and Communication: Theory and Practice[£]		2,3
EDU8331 Career Development in Educational Settings		2
EDU8332 Introduction to Counselling in Educational Contexts		1
EDU8333 Advanced Counselling in Educational Contexts		2
EDU8338 Autism[£]		3
EDU8406		2
EDU8415		1
EDU8605		1
EDU8606 Lifelong Career Development		1
EDU8701		1
EDU8705 Personal Pedagogy in Context [^]		1
EDU8712		3
EDU8719 Contemporary Issues Conference		2
LAW8710 Australian Law for Educators		2

LIN5000 The Nature of Language	1,2	1,2
LIN8003 Language Program Management		2
LIN8001 Principles of Second Language Learning	1	1,2
LIN8002 Methodology in Teaching a Second Language	2	2
LIN8006 Technology-Enhanced Language Teaching	1	1,2
LIN8007		1,3
LIN8015	2	2,3
LIN8019 Teaching Languages to Young Learners		2

Footnotes

- * Students should note that not all discipline courses are available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.
- £ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024
- ^ This course is offered in odd-numbered years.
- † This course is offered in even-numbered years.

IT requirements

Students must have reliable and ready access to email and the Internet. See [minimum computing standards](#) for more information.

Articulation

The Master of Education articulates from the [Graduate Certificate of Education](#).

On completion of the Master of Education, students may be eligible for entry into the [Doctor of Education](#) or the [Doctor of Philosophy](#), provided they meet necessary entry requirements.

Exit points

Students who successfully complete a minimum of four units of the Master of Education program will be eligible to exit with a [Graduate Certificate of Education](#) in a specified area or with a non-specified award.

Students who successfully complete a defined sequence of eight units (six units from their specialisation and two other courses from the program) in the Master of Education will be eligible to exit with a Graduate Diploma of Education (GDEU).

Students wishing to exit with one of these awards are advised to contact the Faculty of Business Education Law and Arts.

Credit

Credit may be granted on the basis of completed equivalent postgraduate study from a recognised university. In order for credit to be granted, the claim must meet the following specific requirements:

- the course was passed within five years prior to the application (courses up to 10 years old may be considered if evidence is provided that the applicant has been employed in that field)
- the course passed is sufficiently equivalent in objectives, content and weightings to a course prescribed in the Master of Education, or alternatively, a suitable discipline course
- the maximum credit granted is no greater than six units for the Master of Education
- credit approved in the Master of Education will not automatically apply to other programs offered by the UniSQ.

Claims for credit should be submitted prior to or at the time of enrolment in a course. Each claim will be assessed on individual merit in line with UniSQ policy. Please contact the Faculty of Business, Education, Law and Arts for further information.

Enrolment

Students will enrol in the Master of Education on either a full-time or a part-time basis. International on-campus students must be enrolled full-time.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of the change prior to semester start.

Guidance and Counselling specialisation (Online)

Students seeking employment as a guidance officer in Queensland will usually require a four-year degree as a pre-requisite to entering this program. You should check the requirements with your prospective employer prior to enrolling.

This specialisation prepares teachers for work as a guidance officer, guidance counsellor or school counsellor. Students can prepare themselves for a career in developmental guidance work (Primary), Counselling and Career Work (Secondary) or a combination of both (P-12) through the selection of courses in the enrolment pattern below.

The specialisation generally meets the registration criteria for the [Queensland Guidance and Counselling Association](#).

Students from outside Queensland who are intending to use this specialisation for professional accreditation should consult the relevant registration bodies.

Required courses:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDU8332 Introduction to Counselling in Educational Contexts						1		
EDU8333 Advanced Counselling in Educational Contexts						2	Pre-requisite: EDU8332	
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention [£]						1,3	Enrolment is not permitted in EDU5325 if EDU3325 has been previously completed.	
EDU5335 Emotional and Behavioural Problems of Children and Adolescents [£]						2	Enrolment is not permitted in EDU5335 if EDU3335 has been previously completed.	
EDU8317 Individual Assessment and Testing						1		
EDU8328 Consultation and Communication: Theory and Practice [£]						2,3		
Select one of the following three courses:								
EDU5321 Educating Students with Special Needs [£]						1,3		
EDU5322						3		
EDU8331 Career Development in Educational Settings						2		
Select one discipline course:								
Discipline course [†]								

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Complete all three courses in either of the following research pathways:								
Applied Research Pathway [^]								
EDR8801 Foundations of Research in Education [£]		2				1,2		
EDR8802 Foundation Methods for Research in Education [£]		2,3				2,3	Pre-requisite: EDR8801	
EDR8062						1,2,3		2–unit course
Research Higher Degree Pathway [*]								
RSH8000 Introduction to Research		1,2				1,2		
RSH8001 Research Methods		1,2				1,2		
EDR8061 Master of Education Project [£]		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802	2–unit course

Footnotes

- £ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024
- † Discipline course should be selected from [EDU5321 Educating Students with Special Needs](#), [EDU5322](#), [EDU5713](#), [EDU8324 Learning Difficulties: Reading](#), [EDU8326 Learning Difficulties: Mathematics](#), [EDU8338 Autism](#), [EDU8606 Lifelong Career Development](#).
- [^] The Applied Research Pathway does not qualify students for direct entry to the PhD program.
- ^{*} Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the PhD program subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.

Notes:

Some courses require access to workplaces.

Some courses require residential schools or equivalent online activities.

Special Education specialisation (Online)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Required courses:								
EDU8324 Learning Difficulties: Reading						2		
EDU8326 Learning Difficulties: Mathematics						1		
EDU5321 Educating Students with Special Needs [£]						1,3		
EDU8328 Consultation and Communication: Theory and Practice [£]						2,3		
EDU5322						3		
EDU8317 Individual Assessment and Testing						1		
Select two discipline courses:								
Discipline Course 1 [†]		1,2,3				1,2,3		
Discipline Course 2 [†]		1,2,3				1,2,3		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Complete all three courses in either of the following research pathways:								
Applied Research Pathway [^]								
EDR8801 Foundations of Research in Education [£]		2				1,2		
EDR8802 Foundation Methods for Research in Education [£]		2,3				2,3	Pre-requisite: EDR8801	
EDR8062						1,2,3		2–unit course
Research Higher Degree Pathway [*]								
RSH8000 Introduction to Research		1,2				1,2		
RSH8001 Research Methods		1,2				1,2		
EDR8061 Master of Education Project [£]		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802	2–unit course

Footnotes

- £ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024
- † Discipline course should be selected from the table of Education Postgraduate discipline courses (subject to prerequisites and/or other requirements) or other courses approved by the Faculty of Business, Education, Law and Arts.
- [^] The Applied Research Pathway does not qualify students for direct entry to the PhD program.
- ^{*} Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the PhD program subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.

TESOL specialisation (Toowoomba campus and Online)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Required courses:								
LIN5000 The Nature of Language		1,2				1,2		
LIN8001 Principles of Second Language Learning		1,2				1		
LIN8002 Methodology in Teaching a Second Language		1,2				2		
LIN8006 Technology-Enhanced Language Teaching		1				1,2		
LIN8015		2				2,3		
EDR8005 Discourse Analysis		1				1,2		
Select two discipline courses:								
Discipline Course 1 [†]		1,2,3				1,2,3		
Discipline Course 2 [†]		1,2,3				1,2,3		
Complete all three courses in either of the following research pathways:								
Applied Research Pathway [^]								
EDR8801 Foundations of Research in Education [£]		2				1,2		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDR8802 Foundation Methods for Research in Education [£]		2,3				2,3	Pre-requisite: EDR8801	
EDR8062						1,2,3		2–unit course
Research Higher Degree Pathway *								
RSH8000 Introduction to Research		1,2				1,2		
RSH8001 Research Methods		1,2				1,2		
EDR8061 Master of Education Project [£]		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802	2–unit course

Footnotes

- † Discipline courses should be chosen from the table of Education Postgraduate discipline courses (subject to prerequisites and/or other requirements) or other courses approved by the Faculty of Business, Education, Law and Arts.
- ^ The Applied Research Pathway does not qualify students for direct entry to the PhD program.
- £ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024
- * Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the PhD program subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.

Master of Education (Full Fee Paying) (MEDB) - MEd

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#).

	On-campus*##+	Online*
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	1.5 years full-time, up to 6 years part-time	
Program articulation:	From: Graduate Certificate of Education	

Notes:

Both modes of study are supported through the UniSQ Study Desk.

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland, please refer to the ; [Graduate Diploma of Learning and Teaching](#) (Secondary) or the ; (Primary).

On successful completion of the ; [Master of Education \(Full Fee Paying\)](#), students may be eligible for entry into the ; [Doctor of Education](#) or the ; [Doctor of Philosophy](#), provided necessary entry requirements are met

Footnotes

- * Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.
- # Only the research (EDR) and the linguistics (LIN) courses are offered on-campus.
- + On-campus offers may be converted to online offers if there are insufficient numbers in the on-campus enrolment. Students may prefer to select other on-campus courses, subject to availability.

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program aims

The aim of the Master of Education is to provide professionals in education, training and development with Master level coursework that will engage with educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. The program aims to:

- facilitate the development and consolidation of knowledge and skills in teaching and learning in community, professional and workplace learning settings that are informed by contemporary learning theory and futures-oriented approaches
- support the application of these knowledge and skills through learner-centred design, flexible delivery and individualised and authentic assessment to enhance quality of services for their learners.

Program objectives

Students who successfully complete the Master of Education will have acquired advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates will be able to demonstrate:

- advanced theoretical and technical knowledge in one or more disciplines or areas of practice
- the ability to analyse critically, evaluate and transform information to complete a range of activities
- the ability to analyse, generate and transmit solutions to complex problems
- the ability to transmit knowledge, skills and ideas to others
- the ability to apply knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner or learner
- the ability to plan and execute a substantial research-based project, capstone experience and/or professionally focused project.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

A tertiary qualification at Bachelor degree or equivalent (AQF level 7) in a related discipline from a recognised institution.

For candidates who have a Bachelor degree or equivalent (AQF level 7) in a non-related discipline from a recognised institution, UniSQ's [Graduate Certificate of Education](#) provides a pathway into the Master of Education.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program completion requirements

Students are required to follow the recommended enrolment pattern to graduate with the Leading and Managing Organisations specialisation.

The Student-Led Pathway allows students to select any eight courses of which four units must be at 8000 level (AQF level 9) from the list of available postgraduate courses, along with the required three research courses.

Program structure

The Master of Education is a 12-unit program. The following guidelines shape the program structure:

Leading and Managing Educational Organisations specialisation:

- Six units must be taken from the recommended enrolment pattern of the specialisation.

- Three research courses must be taken (which equates to four units of work). Students can choose from either the Applied Research Pathway or the Research Higher Degree Pathway.
 - Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the [Doctor of Philosophy](#) (PhD), subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.
 - The Applied Research Pathway does not qualify students for direct entry to the PhD.
- Two discipline courses selected from UniSQ postgraduate courses. Select via the [UniSQ programs](#) search facility.

Student-Led Pathway:

- Any eight courses from the Education Postgraduate discipline courses*
- Three research courses must be taken (which equates to four units of work). Students can choose from either the Applied Research Pathway or the Research Higher Degree Pathway.
 - Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the [Doctor of Philosophy](#) (PhD), subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.
 - The Applied Research Pathway does not qualify students for direct entry to the PhD.

*Students should consult with the Program Coordinator to ensure their chosen enrolment pattern meets AQF requirements.

Required time limits

Full-time enrolment normally requires 1.5 years of study. Part-time enrolment may be extended to six years of study.

Core courses

All specialisations have required courses or sequences of courses. Students are advised to note carefully the enrolment requirements for the specialisation, and to ensure that they plan their enrolment to allow for completion of the specialisation requirements.

Students following the Student-Led Pathway should seek the advice of the Program Coordinator, to ensure their chosen enrolment pattern meets AQF requirements.

Major studies

The purpose of a specialisation is to develop breadth and depth in an area of specialised knowledge. The specialist areas comprising the set of available specialisations may vary from time to time, but the specified specialisation to be offered to commencing students in the Master of Education is:

- Leading and Managing Educational Organisations.

For majors in Guidance and Counselling, Special Education and TESOL, please refer to the [Master of Education](#).

Electives/Approved courses

Education Postgraduate Discipline Courses [*]		
	Projected Semester Offers	
	On-campus	Online
EDR8000	2,3	1,2,3
EDR8001	3	1,2,3
EDR8005 Discourse Analysis	1	1,2

EDU5010		2
EDU5112		3
EDU5221		2
EDU5321 Educating Students with Special Needs		1,3
EDU5322		3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention		1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents		2
EDU5601 Designing for Flexible Learning Environments [^]		1
EDU5702		2
EDU5703		3
EDU5705		1
EDU5713	3	1,3
EDU5760		1,2
EDU8007		1
EDU8011		2
EDU8111		2
EDU8114		1
EDU8117		2
EDU8311		1
EDU8312		1
EDU8314		1,3
EDU8317 Individual Assessment and Testing		1
EDU8318		2
EDU8319 Marketing Your Educational Organisation [†]		3
EDU8324 Learning Difficulties: Reading		2
EDU8326 Learning Difficulties: Mathematics		1
EDU8328 Consultation and Communication: Theory and Practice		2,3
EDU8331 Career Development in Educational Settings		2
EDU8332 Introduction to Counselling in Educational Contexts		1
EDU8333 Advanced Counselling in Educational Contexts		2
EDU8338 Autism		3
EDU8406		2
EDU8415		1
EDU8605		1
EDU8606 Lifelong Career Development		1
EDU8701		1
EDU8705 Personal Pedagogy in Context [^]		1
EDU8712		3
EDU8719 Contemporary Issues Conference		2
LAW8710 Australian Law for Educators		2

LIN5000 The Nature of Language	1,2	1,2
LIN8003 Language Program Management		2
LIN8001 Principles of Second Language Learning	1	1,2
LIN8002 Methodology in Teaching a Second Language	2	2
LIN8006 Technology-Enhanced Language Teaching	1	1,2
LIN8007		1,3
LIN8015	2	2,3
LIN8019 Teaching Languages to Young Learners		2

Footnotes

- * Students should note that not all discipline courses are available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.
- ^ This course is offered in odd-numbered years.
- † This course is offered in even-numbered years.

IT requirements

Students must have reliable and ready access to email and the Internet. See [minimum computing standards](#) for more information.

Articulation

The Master of Education articulates from the [Graduate Certificate of Education](#).

On completion of the Master of Education, students may be eligible for entry into the [Doctor of Education](#) or the [Doctor of Philosophy](#), provided they meet the necessary entry requirements.

Exit points

Students who successfully complete a minimum of four units of the Master of Education program will be eligible to exit with a [Graduate Certificate of Education](#) in a specified area or with a non-specified award.

Students who successfully complete a defined sequence of eight units (six units from their specialisation and two other courses from the program) in the Master of Education will be eligible to exit with a Graduate Diploma of Education (GDEU).

Students wishing to exit with one of these awards are advised to contact the Faculty of Business Education Law and Arts.

Credit

Credit may be granted on the basis of completed equivalent postgraduate study from a recognised university. In order for credit to be granted, the claim must meet the following specific requirements:

- the course was passed within five years prior to the application (courses up to 10 years old may be considered if evidence is provided that the applicant has been employed in that field)
- the course passed is sufficiently equivalent in objectives, content and weightings to a course prescribed in the Master of Education, or alternatively, the course is suitable as an discipline
- the maximum credit granted is no greater than six units for the Master of Education
- credit approved in the Master of Education will not automatically apply to other programs offered by the UniSQ.

Claims for credit should be submitted prior to or at the time of enrolment in a course. Each claim will be assessed on individual merit in line with UniSQ policy. Please contact the Faculty of Business, Education, Law and Arts for further information.

Leading and Managing Educational Organisations Specialisation (Online)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Required courses:								
EDU8311						1		
EDU8318						2		
EDU8312						1		
EDU8314						1,3		
EDU5221						2		
LAW8710 Australian Law for Educators						2		
Select two UniSQ postgraduate discipline courses:								
Discipline Course 1 [#]		1,2,3				1,2,3		
Discipline Course 2 [#]		1,2,3				1,2,3		
Complete all three courses in either of the following research pathways:								
Applied Research Pathway [^]								
EDR8801 Foundations of Research in Education		2				1,2		
EDR8802 Foundation Methods for Research in Education		2,3				2,3	Pre-requisite: EDR8801	
EDR8062						1,2,3		2–unit course
Research Higher Degree Pathway [*]								
RSH8000 Introduction to Research		1,2				1,2		
RSH8001 Research Methods		1,2				1,2		
EDR8061 Master of Education Project		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802	2–unit course

Footnotes

- # Discipline courses must be selected from postgraduate [UniSQ programs](#).
[^] The Applied Research Pathway does not qualify students for direct entry to the PhD program.
^{*} Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the PhD program subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.

Student-Led Pathway (Online)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Select any 8 courses from the Education Postgraduate discipline courses. ^{#†}								
Complete all three courses in either of the following research pathways:								
Applied Research Pathway [^]								
EDR8801 Foundations of Research in Education		2				1,2		
EDR8802 Foundation Methods for Research in Education		2,3				2,3	Pre-requisite: EDR8801	
EDR8062						1,2,3		2–unit course

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Research Higher Degree Pathway*								
RSH8000 Introduction to Research		1,2				1,2		
RSH8001 Research Methods		1,2				1,2		
EDR8061 Master of Education Project		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802	2—unit course

Footnotes

- # Electives should be selected from the table of Education Postgraduate discipline courses (subject to prerequisites and/or other requirements) or other courses approved by the Faculty of Business, Education, Law and Arts.
- † Students should consult with the Program Coordinator to ensure their chosen enrolment pattern meets AQF requirements.
- ^ The Applied Research Pathway does not qualify students for direct entry to the PhD program.
- * Students who complete the Research Higher Degree Pathway as part of their program will be eligible to apply for entry to the PhD program subject to achieving a minimum GPA of 5.75 in the four research units and meeting other PhD entry requirements.

Master of Education (8 units) (MED1) - MEd

CRICOS code (International applicants): 042226A

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#).

	On-campus*#+	Online*
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time, up to 4 years part-time	
Program articulation:	From: ; Postgraduate Certificate in Applied Linguistics ; Postgraduate Certificate in Learning and Development ;	

Notes:

For students commencing in 2013, Commonwealth Supported places are only available to students majoring in TESOL and Special Education. For other areas please refer to ; [Master of Education \(8 Units\)](#).

Full articulation is only available when there are no undergraduate courses completed as part of the Postgraduate Certificate

Footnotes

- * Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.
- # Only the research (EDR) and the linguistics (LIN) courses run On-campus
- + On-campus offers may be converted to Online offers if there are insufficient numbers in the On-campus enrolment. Students may prefer to select other On-campus courses, subject to availability.

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

This program does not qualify its graduates for teacher registration with relevant teaching authorities. If the student is interested in a program that enables him/her to qualify for teacher registration, please refer to the Graduate Diploma of Learning and Teaching.

Program aims

The Master of Education aims to develop in its graduates the capabilities and dispositions to work as engaged professional educators in knowledge-building communities.

Traditional approaches to education have sometimes resulted in educators having limited opportunities for professional interaction with colleagues. In such circumstances, where educators work alone with a group of learners, they may develop a form of “privatised practice” which isolates them from the wider professional community. There is mounting evidence that educators can be more effective when they view their work as a collaborative effort in which they interact with other educators within and beyond their workplace and adopt stances that may be described as “engaged professionalism”.

New Information and Communication Technologies (ICTs) offer enhanced opportunities for professional engagement and will be an important tool for educators in the twenty-first century. The Master of Education program will model the use of ICTs to support professional interaction and learning.

The Master of Education program thus aims to develop in its graduates the capabilities and dispositions to work as engaged professional educators in contemporary knowledge building communities.

Program objectives

Students who successfully complete the Master of Education should have advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates should be able to demonstrate capabilities and dispositions for:

- locating and accessing knowledge of relevant theory and practice;
- critically evaluating and building knowledge;
- interpreting and applying knowledge to the solution of significant problems;
- planning and executing successful independent projects to build and/or apply knowledge;
- effectively communicating knowledge; and
- identifying and participating in relevant communities of practice.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

The requirements described in this section are generic requirements for entry to the Master of Education program. Some majors (also referred to as 'specialisations') may have additional specific requirements.

The majority of courses in the Master of Education program are offered entirely through the World Wide Web and have specific requirements for frequent and ongoing Internet access. All courses include Internet access as an important, or essential, component. Intending applicants should ensure that they have the necessary computer and Internet access before applying. Further information is provided in the IT requirements section below, in sections related to specified majors and in specifications of individual courses.

Normal Entry

The normal requirement for entry to the Master of Education program is a four-year bachelor degree in education, or a three-year bachelor degree plus one year of graduate study in education.

Alternative entry is also available to students with a three-year bachelor degree and at least one year of relevant work experience.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program completion requirements

To be awarded a Master of Education degree, a student must have completed eight approved education-related units at postgraduate level, of which at least four must be at level 8.

UniSQ course codes consist of 3 alpha characters indicating the area of study and four numerals of which the first represents the level of difficulty of the course. Level 5 indicates first level postgraduate courses. Level 8 courses can be expected to require more extensive work with theory and conceptualisation and to place more demands on the level of response in student work.

Program structure

The program consists of 8 units of postgraduate study. Two specialisations are available to students, TESOL or Special Education (for other areas please refer to [MED3](#)).

The coursework pathway centres on the completion of a specified major (specialisation), involving either five units of related courses. Depending upon the requirements of specified majors, students may select one or two discipline courses. These discipline courses will normally be chosen from the education list of available postgraduate courses.

- Some courses have pre-requisites. Students should check the course specifications in the process of planning the order of their study patterns.
- Some courses have assessment work that can be completed only if the student has access to an appropriate workplace, for example: TAFE, schools, pre-school settings, or other education or training environments. Students without access to an appropriate workplace would be unable to complete the requirements for these courses.
- In Queensland, students who will come into contact with children under the age of 18 in the course of their studies will require a current Blue Card or Exemption Card indicating suitability for working with children. Further information is available from the [Education Placements](#) website.

Opportunity to focus on a specialised area of study

The Master of Education program allows for the preparation of graduates with advanced knowledge in a particular area of education and enhanced capabilities for extending their own professional learning. A student who focusses their studies by completing one of the majors (according to the enrolment sequences described below) will have the area of specialisation noted on the testamur MEd (TESOL) or MEd (Special Education). For other areas please refer to [MED3](#)

Education Postgraduate Discipline Courses*		
		Projected Semester Offers
		On-campus Online

EDR8000	2,3	1,2,3
EDR8001	3	1,2,3
EDR8005 Discourse Analysis	1	1,2
EDU5010		2
EDU5112		3
EDU5221		2
EDU5321 Educating Students with Special Needs		1,3
EDU5322		3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention		1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents		2
EDU5601 Designing for Flexible Learning Environments [^]		1
EDU5702		2
EDU5703		3
EDU5705		1
EDU5713	3	1,3
EDU5760		1,2
EDU8007		1
EDU8011		2
EDU8111		2
EDU8114		1
EDU8117		2
EDU8311		1
EDU8312		1
EDU8314		1,3
EDU8317 Individual Assessment and Testing		1
EDU8318		2
EDU8319 Marketing Your Educational Organisation [†]		3
EDU8324 Learning Difficulties: Reading		2
EDU8326 Learning Difficulties: Mathematics		1
EDU8328 Consultation and Communication: Theory and Practice		2,3
EDU8331 Career Development in Educational Settings		2
EDU8332 Introduction to Counselling in Educational Contexts		1
EDU8333 Advanced Counselling in Educational Contexts		2
EDU8338 Autism		3
EDU8406		2
EDU8415		1
EDU8605		1
EDU8606 Lifelong Career Development		1
EDU8701		1
EDU8705 Personal Pedagogy in Context [^]		1

EDU8712		3
EDU8719 Contemporary Issues Conference		2
LAW8710 Australian Law for Educators		2
LIN5000 The Nature of Language	1,2	1,2
LIN8003 Language Program Management		2
LIN8001 Principles of Second Language Learning	1	1,2
LIN8002 Methodology in Teaching a Second Language	2	2
LIN8006 Technology-Enhanced Language Teaching	1	1,2
LIN8007		1,3
LIN8015	2	2,3
LIN8019 Teaching Languages to Young Learners		2

Footnotes

* Students should note that not all discipline courses are available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.

^ This course is offered in odd-numbered years.

† This course is offered in even-numbered years.

There are numerous ways in which a student might select their discipline courses in order to create a focus for their studies. Examples of just six of the many possible focus areas and associated clusters of courses include the following:

For an **Early Childhood** focus choose from:

- EDU5010
- [EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention](#)
- EDU8007
- EDU8011
- EDU8311

For an **Educational Technology** focus choose from:

- EDU5112
- EDU8114
- EDU8111
- EDU8117

For an **Pedagogy and Culture** focus choose from:

- EDU5703
- EDU5704 Popular Culture as Curriculum and Pedagogy

For a **Curriculum and Pedagogy** focus choose from:

- EDU5705
- EDU5713
- EDU8705 Personal Pedagogy in Context ^

^ This course is offered in odd-numbered years.

For a **Further Education and Training** focus choose from:

- EDU5601 Designing for Flexible Learning Environments ^
- EDU8605
- [EDU8606 Lifelong Career Development](#)

^ This course is offered in odd-numbered years.

For a **Contemporary Literacies** focus choose from:

- EDU8415
- [EDU8324 Learning Difficulties: Reading](#)
- [LIN8001 Principles of Second Language Learning](#)

Required time limits

Students have a maximum of 4 years to complete this program.

Core courses

Both majors have required courses or sequences of courses. Students are advised to note carefully the enrolment requirements for the major, and to ensure that they plan their enrolment to allow for completion of the major's requirements.

Major studies

The purpose of a major is to develop breadth and depth in an area of specialised knowledge. The specialist areas comprising the set of available majors may vary from time to time, but the specified majors to be offered to commencing students in the Master of Education are:

- Guidance and Counselling
- Special Education
- TESOL

For other areas please refer to [MED3](#)

Electives/Approved courses

Discipline courses will normally be selected from those listed in the table of Education Postgraduate Discipline Courses.

Education Postgraduate Discipline Courses *		
	Projected Semester Offers	
	On-campus	Online
EDR8000	2,3	1,2,3
EDR8001	3	1,2,3
EDR8005 Discourse Analysis	1	1,2
EDU5010		2
EDU5112		3
EDU5221		2
EDU5321 Educating Students with Special Needs		1,3
EDU5322		3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention		1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents		2
EDU5601 Designing for Flexible Learning Environments [^]		1
EDU5702		2
EDU5703		3
EDU5705		1
EDU5713	3	1,3
EDU5760		1,2
EDU8007		1

EDU8011		2
EDU8111		2
EDU8114		1
EDU8117		2
EDU8311		1
EDU8312		1
EDU8314		1,3
EDU8317 Individual Assessment and Testing		1
EDU8318		2
EDU8319 Marketing Your Educational Organisation [†]		3
EDU8324 Learning Difficulties: Reading		2
EDU8326 Learning Difficulties: Mathematics		1
EDU8328 Consultation and Communication: Theory and Practice		2,3
EDU8331 Career Development in Educational Settings		2
EDU8332 Introduction to Counselling in Educational Contexts		1
EDU8333 Advanced Counselling in Educational Contexts		2
EDU8338 Autism		3
EDU8406		2
EDU8415		1
EDU8605		1
EDU8606 Lifelong Career Development		1
EDU8701		1
EDU8705 Personal Pedagogy in Context [^]		1
EDU8712		3
EDU8719 Contemporary Issues Conference		2
LAW8710 Australian Law for Educators		2
LIN5000 The Nature of Language	1,2	1,2
LIN8003 Language Program Management		2
LIN8001 Principles of Second Language Learning	1	1,2
LIN8002 Methodology in Teaching a Second Language	2	2
LIN8006 Technology-Enhanced Language Teaching	1	1,2
LIN8007		1,3
LIN8015	2	2,3
LIN8019 Teaching Languages to Young Learners		2

Footnotes

* Students should note that not all discipline courses are available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.

[^] This course is offered in odd-numbered years.

[†] This course is offered in even-numbered years.

Opportunities for Workplace Learning: Supervised Independent Study

Many of the courses in the Master of Education provide opportunities for students to address issues of particular personal interest, by undertaking approved independent work, which may include approved workplace

professional development activity. Such projects, approved in advance at the discretion of the Faculty of Business, Education, Law and Arts are covered by enrolment in EDU5760 .

Research

Refer to [MED3](#).

The research pathway consists of 4 units of study, commencing with EDR8000 and concluding with 3 units of project work in EDR8060 and [EDR8061 Master of Education Project](#).

IT requirements

Some courses in the Master of Education program are offered entirely online. Courses use email and discussion forums for communication among students and/or staff. All courses expect that work submitted for assessment will be word processed and submitted electronically. Further, a small number of courses require access to specific software. As new courses are introduced and existing courses are revised, it is anticipated that they will make more extensive use of the Internet for communication and access to course materials and other resources. This will apply to courses offered on-campus as well as in other modes.

Although there are no specific computer hardware or software requirements for the Master of Education program in general, it is a clear expectation that students will have ready access to a computer with common productivity software and Internet access. Some courses may require additional software and/or a more capable computer. Information about such requirements is included in the relevant course specifications.

Courses offered online (WEB) do not provide for delivery of printed materials. Students enrolling in such courses must have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect participation, learning and assessment. See [minimum computing standards](#) for more information.

Articulation

A student who has completed the requirements of the Postgraduate Certificate in Education, the Postgraduate Certificate in Applied Linguistics, the Postgraduate Certificate in Learning and Development, or the Graduate Certificate in Tertiary Teaching (provided all four units in these awards are at postgraduate level), may articulate directly into the Master of Education.

Related programs

Students who complete the Master of Education by a coursework pathway may qualify for admission to the Doctor of Education (DEDU).

Exit points

Students who have completed 4 approved units of postgraduate study in education in the Master of Education program may exit with the award of a Postgraduate Certificate in Education.

Credit

Credit for courses in the Master of Education may be granted where applicants can demonstrate that they have successfully completed an equivalent postgraduate course or have otherwise achieved the objectives of the relevant course. Credit may be granted on the basis of documented professional development activities or extensive work experience only where it can be demonstrated that through those activities the student has achieved learning outcomes equivalent to those of a relevant postgraduate course. Where a student's program of study includes discipline courses , credit may be granted for one or more discipline course where the student can demonstrate and document clearly successful completion of work of a type and standard equivalent to a discipline course.

Students intending to apply for credit should consult Section 5.5 of the [Enrolment Policy](#).

Applications for credit will be expected to comply with UniSQ policy and should demonstrate that the objectives of the course for which credit is sought have been achieved. Within the framework of those regulations, the following points should be given particular consideration:

- the maximum number of units which may be credited in the Master of Education is four
- students may NOT claim credit for work on which they relied for admission to the Master of Education
- credit will NOT normally be granted for study completed more than five years prior to submission of the application for credit
- applications for credit on the basis of study completed prior to entering the Master of Education will NOT normally be accepted beyond the end of the first semester of enrolment in the Master of Education; and
- credit will NOT normally be granted for work undertaken concurrently with the Master of Education unless the application is submitted and approved before the work is undertaken, with credit subject to the documentation of satisfactory completion of the approved work.

Guidance and Counselling major (Online)

Students seeking employment as a guidance officer in Queensland will usually require a four year degree as a prerequisite to entering this program. You should check the requirements with your prospective employer prior to enrolling

This major prepares teachers for work as a guidance officer, guidance counsellor or school counsellor. Students can prepare themselves for a career in developmental guidance work (Primary), Counselling and Career Work (Secondary) or a combination of both (P-12) through the selection of courses in the enrolment pattern below. The major generally meets the registration criteria for the Queensland Guidance Counselling Association. Students from outside Queensland who are intending to use this major for professional accreditation should consult the relevant registration bodies.

The Guidance and Counselling major can only be completed in 1 year if commenced in semester 1 due to course prerequisites.

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
6 specified courses							
EDU8332 Introduction to Counselling in Educational Contexts						1	
EDU8333 Advanced Counselling in Educational Contexts					1	2	Pre-requisite: EDU8332
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention					1	1,3	Enrolment is not permitted in EDU5325 if EDU3325 has been previously completed.
EDU5335 Emotional and Behavioural Problems of Children and Adolescents					1	2	Enrolment is not permitted in EDU5335 if EDU3335 has been previously completed.
EDU8317 Individual Assessment and Testing					1	1	
EDU8328 Consultation and Communication: Theory and Practice						2,3	
Any 1 of the following 3 courses							
EDU5321 Educating Students with Special Needs					1	1,3	
EDU5322					1	3	
EDU8331 Career Development in Educational Settings					1	2	
Plus 1 discipline course selected from EDU5322 , EDU5321 Educating Students with Special Needs , EDU5713 , EDU8324 Learning Difficulties: Reading , EDU8326 Learning Difficulties: Mathematics , EDU8606 Lifelong Career Development or EDU8338 Autism							

Notes:

Some courses require access to workplaces.

Some courses require residential schools or equivalent on-line activities.

TESOL major (On-campus Toowoomba and Online)

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
3 specified courses							
LIN5000 The Nature of Language	1	1,2			1	1,2	
LIN8001 Principles of Second Language Learning	1	1,2				1	
LIN8002 Methodology in Teaching a Second Language	1	1,2			1	2	
Any 2 of the following 3 courses							
LIN8006 Technology-Enhanced Language Teaching	1	1				1,2	
LIN8015	1	2				2,3	
EDR8005 Discourse Analysis	1	1				1,2	
Plus 3 discipline courses Selected from the table of Education postgraduate discipline courses (subject to prerequisites and/or other requirements) or other courses approved by the Faculty of Business, Education, Law and Arts.							

Special education major (Online)

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
5 specified courses							
EDU8324 Learning Difficulties: Reading						2	
EDU8326 Learning Difficulties: Mathematics						1	
EDU5321 Educating Students with Special Needs					1	1,3	
EDU8328 Consultation and Communication: Theory and Practice						2,3	
EDU5322					1	1	
Plus 3 discipline courses Selected from the table of Education postgraduate discipline courses (subject to prerequisites and/or other requirements) or other courses approved by the Faculty of Business, Education, Law and Arts.							

Continuing students only - Leading and Managing Educational Organisations major (Online)

For new students please refer to [MED3](#)

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
5 specified courses							
EDU8311					1	1	
EDU8318					1	2	
EDU8312					1	1	
EDU8314					1	1,3	
EDU5221					1	2	

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Plus 3 discipline courses Selected from the table of Education postgraduate discipline courses (subject to prerequisites and/or other requirements) or other courses approved by the Faculty of Business, Education, Law and Arts.							

Master of Education (8 Units) (MED3) - MEd

CRICOS code (International applicants): 042226A

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#).

	On-campus*##+	Online*
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time, up to 4 years part-time	
Program articulation:	From: ; Postgraduate Certificate in Applied Linguistics ; Postgraduate Certificate in Learning and Development ;	

Notes:

Full articulation is only available when there are no undergraduate courses completed as part of the Postgraduate Certificate.

Footnotes

- * Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.
- # Only the research (EDR) and the linguistics (LIN) courses run On-campus
- + On-campus offers may be converted to Online offers if there are insufficient numbers in the On-campus enrolment. Students may prefer to select other On-campus courses, subject to availability.

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

This program does not qualify its graduates for teacher registration with relevant teaching authorities. If the student is interested in a program that enables him/her to qualify for teacher registration, please refer to the [Graduate Diploma of Learning and Teaching](#).

Program aims

The Master of Education program aims to develop in its graduates the capabilities and dispositions to work as engaged professional educators in knowledge-building communities. Traditional approaches to education have sometimes resulted in educators having limited opportunities for professional interaction with colleagues. In such circumstances, where educators work alone with a group of learners, they may develop a form of “privatised practice” which isolates them from the wider professional community. There is mounting evidence that educators can be more effective when they view their work as a collaborative effort in which they interact with other educators within and beyond their workplace and adopt stances that may be described as “engaged professionalism”. New Information and Communication Technologies (ICTs) offer enhanced opportunities for professional engagement and will be an important tool for educators in the twenty-first century. The Master of Education program will model the use of ICTs to support professional interaction and learning. The Master of Education program thus aims to develop in its graduates the capabilities and dispositions to work as engaged professional educators in contemporary knowledge building communities. In particular, the student-led design

coursework option allows students the maximum flexibility in tailoring the nature of the courses studied in the program to their own particular professional learning goals,

Program objectives

Students who successfully complete the Master of Education should have advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates should be able to demonstrate capabilities and dispositions for:

- locating and accessing knowledge of relevant theory and practice
- critically evaluating and building knowledge
- interpreting and applying knowledge to the solution of significant problems
- planning and executing successful independent projects to build and/or apply knowledge
- effectively communicating knowledge
- identifying and participating in relevant communities of practice.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

The requirements described in this section are generic requirements for entry to the Master of Education program. Some majors (also referred to as 'specialisations') may have additional specific requirements.

The majority of courses in the Master of Education program are offered entirely through the World Wide Web and have specific requirements for frequent and ongoing Internet access. All courses include Internet access as an important, or essential, component. Intending applicants should ensure that they have the necessary computer and Internet access before applying. Further information is provided in the IT requirements section below, in sections related to specified majors and in specifications of individual courses.

Normal Entry

The normal requirement for entry to the Master of Education program is a four year bachelor degree in education, or a three year bachelor degree plus one year of graduate study in education.

Alternative entry is also available to students with a three year bachelor degree and at least one year of relevant work experience.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program completion requirements

To be awarded a Master of Education degree, a student must have completed eight approved education-related units at postgraduate level, of which at least four must be at level 8.

UniSQ course codes consist of 3 alpha characters indicating the area of study and four numerals of which the first represents the level of difficulty of the course. Level 5 indicates first level postgraduate courses. Level 8 courses can be expected to require more extensive work with theory and conceptualisation and to place more demands on the level of response in student work.

Program structure

The program consists of 8 units of postgraduate study. Two types of coursework pathways and a research pathway are available to students. Students may elect to focus their studies through the completion of either of the coursework pathways if they so choose.

The first coursework pathway, Student-led Design, allows students to select any 8 courses (4 of which must be level 8) from the list of available postgraduate courses. Students may elect to tailor their selections to give a clear focus to their program, but there is no requirement to do so.

The second coursework pathway centres on the completion of a specified major (specialisation), involving either five or six units of related courses. Depending upon the requirements of specified majors, students may select one or two discipline courses. These discipline courses will normally be chosen from the list of available postgraduate courses.

The coursework pathways are summarised in the table below.

Structure for Coursework Pathway		
Student-led Design Any 8 selected courses (4 of which must be level 8) subject to availability and pre-requisites.	Or	Major All 5 or 6 courses specified as required for the major, plus selected courses to bring the total to 8.

Students using this program to prepare for doctoral studies are advised to undertake the research pathway. In some countries, completion of a research stream is a requirement for recognition of the Master's qualification. Those students in particular from Canada and the Middle East, or those intending to live and work there, should check registration requirements with the relevant authority in-country around the half-way point of the Master's program. This will allow time for students to complete their program via the research pathway if the need to do so is indicated.

The research pathway allows students to complete any four units of coursework before embarking on a four-unit program of research work in the second half of their program.

The research pathway is summarised in the table below.

Structure for Research Pathway
Any 4 selected courses
Plus
EDR8000
EDR8060
EDR8061 Master of Education Project Pre-requisite: EDR8000 and 4 units of completed Postgraduate study and minimum GPA 5.0

Three further guidelines should be considered carefully by students when choosing courses and developing a plan of study:

- The research project courses EDR8060 and [EDR8061 Master of Education Project](#) may **NOT** be taken until at least four other courses have been completed. Students must have completed, or be enrolled concurrently in either EDR8060 or [EDR8061 Master of Education Project](#).
- Some courses have pre-requisites. Students should check the course specifications in the process of planning the order of their study patterns.
- Some courses have assessment work that can be completed only if the student has access to an appropriate workplace, for example: TAFE, schools, pre-school settings, or other education or training environments. Students without access to an appropriate workplace would be unable to complete the requirements for these courses.
- In Queensland, students who will come into contact with children under the age of 18 in the course of their studies will require a current Blue Card or Exemption Card indicating suitability for working with children. Further information, please refer to the [Education Placements](#) website.

Opportunity to focus on a specialised area of study

The Master of Education program allows for the preparation of graduates with advanced knowledge in a particular area of education and enhanced capabilities for extending their own professional learning. Students who generate their own focus area through course selection will graduate with a Master of Education (MEd). A student who focuses their studies by completing one of the majors (according to the enrolment sequences described below) will have the area of specialisation noted on the testamur – MEd (Guidance & Counselling) and MEd (Leading & Managing Organisations), depending on specialisations available from time to time.

For majors in Special Education and TESOL, please refer to [MED1 Master of Education \(8 units\)](#)

Student-led Design Pathway

This coursework pathway allows students to select any eight (8) courses from the list of available postgraduate courses. Students may elect to tailor their selections in order to give a clear focus to their program, but there is no requirement to do so. Students who complete the degree through the Student-led Design pathway will graduate with a Master of Education (MEd) on the testamur.

Education Postgraduate Discipline Courses*		
	Projected Semester Offers	
	On-campus	Online
EDR8000	2,3	1,2,3
EDR8001	3	1,2,3
EDR8005 Discourse Analysis	1	1,2
EDU5010		2
EDU5112		3
EDU5221		2
EDU5321 Educating Students with Special Needs		1,3
EDU5322		3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention		1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents		2
EDU5601 Designing for Flexible Learning Environments [^]		1
EDU5702		2
EDU5703		3
EDU5705		1
EDU5713	3	1,3
EDU5760		1,2

EDU8007		1
EDU8011		2
EDU8111		2
EDU8114		1
EDU8117		2
EDU8311		1
EDU8312		1
EDU8314		1,3
EDU8317 Individual Assessment and Testing		1
EDU8318		2
EDU8319 Marketing Your Educational Organisation [†]		3
EDU8324 Learning Difficulties: Reading		2
EDU8326 Learning Difficulties: Mathematics		1
EDU8328 Consultation and Communication: Theory and Practice		2,3
EDU8331 Career Development in Educational Settings		2
EDU8332 Introduction to Counselling in Educational Contexts		1
EDU8333 Advanced Counselling in Educational Contexts		2
EDU8338 Autism		3
EDU8406		2
EDU8415		1
EDU8605		1
EDU8606 Lifelong Career Development		1
EDU8701		1
EDU8705 Personal Pedagogy in Context [^]		1
EDU8712		3
EDU8719 Contemporary Issues Conference		2
LAW8710 Australian Law for Educators		2
LIN5000 The Nature of Language	1,2	1,2
LIN8003 Language Program Management		2
LIN8001 Principles of Second Language Learning	1	1,2
LIN8002 Methodology in Teaching a Second Language	2	2
LIN8006 Technology-Enhanced Language Teaching	1	1,2
LIN8007		1,3
LIN8015	2	2,3
LIN8019 Teaching Languages to Young Learners		2

Footnotes

- * Students should note that not all discipline courses are available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.
- [^] This course is offered in odd-numbered years.
- [†] This course is offered in even-numbered years.

There are numerous ways in which a student might select four or more of their eight discipline courses in order to create a focus for their studies. Examples of just six of the many possible focus areas and associated clusters of courses include the following:

For an **Early Childhood** focus choose from:

- EDU5010
- [EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention](#)
- EDU8007
- EDU8011
- EDU8311

For an **Educational Technology** focus choose from:

- EDU5112
- EDU8114
- EDU8111
- EDU8117

For a **Pedagogy** focus choose from:

- EDU5703
- EDU5704 Popular Culture as Curriculum and Pedagogy
- EDU5705
- EDU5713
- EDU8705 Personal Pedagogy in Context [^]

[^] This course is offered in odd-numbered years.

For a **Further Education and Training** focus choose from:

- EDU5601 Designing for Flexible Learning Environments[^]
- EDU8605
- [EDU8606 Lifelong Career Development](#)

[^] This course is offered in odd-numbered years.

For a **Contemporary Literacies** focus choose from:

- EDU8415
- [EDU8324 Learning Difficulties: Reading](#)
- [LIN8001 Principles of Second Language Learning](#)

Required time limits

Students have a maximum of 4 years to complete this program.

Core courses

All majors have required courses or sequences of courses. Students are advised to note carefully the enrolment requirements for the major, and to ensure that they plan their enrolment to allow for completion of the major's requirements.

Students undertaking the research pathway must complete 4 units of research-related study, including EDR8000, EDR8060 and [EDR8061](#).

Major studies

The second coursework pathway allows students to elect to focus their studies in a particular area by completing a major consisting of a sequence of 5 or 6 related courses. The purpose of a major is to develop breadth and depth in an area of specialised knowledge. The specialist areas comprising the set of available majors may

vary from time to time, but the specified majors to be offered to commencing students in the Master of Education are:

- Leading and Managing Educational Organisations

For majors in Guidance and Counselling, Special Education and TESOL, please refer to [MED1 Master of Education \(8 units\)](#)

Electives/Approved courses

Discipline courses will normally be selected from those listed in the table of Education Postgraduate Discipline Courses.

Education Postgraduate Discipline Courses *		
	Projected Semester Offers	
	On-campus	Online
EDR8000	2,3	1,2,3
EDR8001	3	1,2,3
EDR8005 Discourse Analysis	1	1,2
EDU5010		2
EDU5112		3
EDU5221		2
EDU5321 Educating Students with Special Needs		1,3
EDU5322		3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention		1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents		2
EDU5601 Designing for Flexible Learning Environments [^]		1
EDU5702		2
EDU5703		3
EDU5705		1
EDU5713	3	1,3
EDU5760		1,2
EDU8007		1
EDU8011		2
EDU8111		2
EDU8114		1
EDU8117		2
EDU8311		1
EDU8312		1
EDU8314		1,3
EDU8317 Individual Assessment and Testing		1
EDU8318		2
EDU8319 Marketing Your Educational Organisation [†]		3
EDU8324 Learning Difficulties: Reading		2

EDU8326 Learning Difficulties: Mathematics		1
EDU8328 Consultation and Communication: Theory and Practice		2,3
EDU8331 Career Development in Educational Settings		2
EDU8332 Introduction to Counselling in Educational Contexts		1
EDU8333 Advanced Counselling in Educational Contexts		2
EDU8338 Autism		3
EDU8406		2
EDU8415		1
EDU8605		1
EDU8606 Lifelong Career Development		1
EDU8701		1
EDU8705 Personal Pedagogy in Context [^]		1
EDU8712		3
EDU8719 Contemporary Issues Conference		2
LAW8710 Australian Law for Educators		2
LIN5000 The Nature of Language	1,2	1,2
LIN8003 Language Program Management		2
LIN8001 Principles of Second Language Learning	1	1,2
LIN8002 Methodology in Teaching a Second Language	2	2
LIN8006 Technology-Enhanced Language Teaching	1	1,2
LIN8007		1,3
LIN8015	2	2,3
LIN8019 Teaching Languages to Young Learners		2

Footnotes

* Students should note that not all discipline courses are available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.

[^] This course is offered in odd-numbered years.

[†] This course is offered in even-numbered years.

Opportunities for Workplace Learning: Supervised Independent Study

Many of the courses in the Master of Education provide opportunities for students to address issues of particular personal interest, by undertaking approved independent work, which may include approved workplace professional development activity. Such projects, approved in advance at the discretion of the Faculty of Business, Education, Law and Arts are covered by enrolment in EDU5760 .

Research

The Master of Education program is not a research higher degree. However, it does offer an introduction to postgraduate research in education that meets the needs of particular groups of students, including those who may require a research component for accreditation with employers or those who may consider future doctoral studies.

Students who elect to undertake a research pathway should follow the program structure described earlier in this document (see 'Structure for Research Pathway').

The research pathway consists of 4 units of study, commencing with EDR8000 and concluding with 3 units of project work in EDR8060 and [EDR8061 Master of Education Project](#)

IT requirements

Some courses in the Master of Education program are offered entirely online. Courses use email and discussion forums for communication among students and/or staff. All courses expect that work submitted for assessment will be word processed and submitted electronically. Further, a small number of courses require access to specific software. As new courses are introduced and existing courses are revised, it is anticipated that they will make more extensive use of the Internet for communication and access to course materials and other resources. This will apply to courses offered on-campus as well as in other modes.

Although there are no specific computer hardware or software requirements for the Master of Education program in general, it is a clear expectation that students will have ready access to a computer with common productivity software and Internet access. Some courses may require additional software and/or a more capable computer. Information about such requirements is included in the relevant course specifications.

Courses offered online (WEB) do not provide for delivery of printed materials. Students enrolling in such courses must have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect participation, learning and assessment. See [minimum computing standards](#) for more information.

Articulation

A student who has completed the requirements of the , [Postgraduate Certificate in Learning and Development](#), or the (provided all four units in these awards are at postgraduate level), may articulate directly into the Master of Education

Related programs

UniSQ offers other masters degrees that include some courses in common with the Master of Education program. Subject to their meeting the appropriate entry requirements, students may be able to transfer between such masters programs and retain credit for courses that are common to the different programs.

Students who complete the Master of Education by a coursework pathway may qualify for admission to the [Doctor of Education](#).

Students who complete the Master of Education by a research pathway may apply for admission as a [Doctor of Philosophy](#) candidate, or may be admitted into the [Doctor of Education](#).

Exit points

Students who have completed 4 approved units of postgraduate study in education in the Master of Education program may exit with the award of a .

Credit

Credit for courses in the Master of Education may be granted where applicants can demonstrate that they have successfully completed an equivalent postgraduate course or have otherwise achieved the objectives of the relevant course. Credit may be granted on the basis of documented professional development activities or extensive work experience only where it can be demonstrated that through those activities the student has achieved learning outcomes equivalent to those of a relevant postgraduate course. Where a student's program of study includes discipline courses, credit may be granted for one or more discipline courses where the student can demonstrate and document clearly successful completion of work of a type and standard equivalent to a discipline course(s).

Students intending to apply for credit should consult Section 5.5 of the [Enrolment Policy](#).

Applications for credit will be expected to comply with UniSQ policy and should demonstrate that the objectives of the course for which credit is sought have been achieved. Within the framework of those regulations, the following points should be given particular consideration:

- the maximum number of units which may be exempted in the Master of Education is four
- students may NOT claim credit for work on which they relied for admission to the Master of Education

- credit will NOT normally be granted for study completed more than five years prior to submission of the application for credit
- applications for credit on the basis of study completed prior to entering the Master of Education will NOT normally be accepted beyond the end of the first semester of enrolment in the Master of Education; and
- credit will NOT normally be granted for work undertaken concurrently with the Master of Education unless the application is submitted and approved before the work is undertaken, with credit subject to the documentation of satisfactory completion of the approved work.

Leading and Managing Educational Organisations major (Online)

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
5 specified courses							
EDU8311					1	1	
EDU8318					1	2	
EDU8312					1	1	
EDU8314					1	1,3	
EDU5221					1	2	
Plus 3 discipline courses Selected from the table of Education postgraduate discipline courses (subject to prerequisites and/or other requirements) or other courses approved by the Faculty of Business, Education, Law and Arts.							

Master of Learning and Teaching (Early Years) (MELT) - MLrnTchErlyYrs

	External
Start:	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Fees:	Commonwealth supported place Domestic full fee paying place
Standard duration:	1.5 years full-time in an accelerated program taught in four semesters which is equivalent to 2 years of study, up to 4 years part-time

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

The Australian Federal Government has mandated that all students of initial teacher education programs demonstrate they have been assessed as being in the top 30% of the adult population for personal literacy and numeracy. The [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) is administered and managed by the [Australian Council for Educational Research \(ACER\)](#). While this is not a requirement for admission, all students will need to organise and demonstrate a pass result in all components of the LANTITE prior to the final supervised Professional Experience and to graduate from this program.

On successful completion of the Master of Learning and Teaching, students may be eligible for entry into the ; [Doctor of Philosophy](#), provided necessary entry requirements are met.

Contact us

Future Australian and New Zealand students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usq.support@usq.edu.au

Professional accreditation

This program is an approved early childhood teacher qualification with the [Australian Children's Education and Care Quality Authority \(ACECQA\)](#) and accredited by the [Queensland College of Teachers \(QCT\)](#) and meets the expectations and requirements of the [Australian Institute for Teaching and School Leadership \(AITSL\)](#).

Program aims

This postgraduate preservice teacher education program is offered in an accelerated pattern to enable the completion of four semesters of study in one and a half years, which is equivalent to a two year program. The program prepares beginning teachers for employment to work with learners from birth to eight years of age. It is designed for graduates with a Bachelor degree in a field other than education to work in early education and care services and to be eligible to apply for registration to teach in primary school contexts from Foundation to Year 3. Following completion of this program, graduates will be equipped to work as a qualified teacher in early learning centres and kindergartens and to teach the learning areas of the primary school curriculum from Foundation to Year 3, with a specialisation in English Literacy.

Program objectives

The program objectives align with the requirements of [ACECQA](#) and the seven [AITSL Professional Standards for Teachers](#) (Graduate Level). On successful completion of the program, graduates will be able to demonstrate that they:

- know and understand the characteristics of babies and young children and how they develop and learn
- know and understand the curriculum and learning frameworks that govern diverse early childhood and primary school settings
- collaborate with others to plan for the effective implementation of age appropriate programs for child engagement, development and learning
- create and maintain supportive, socially inclusive and safe learning environments within diverse settings
- observe, interpret, assess, provide feedback and report on child development and learning
- engage in professional learning to develop and improve practice
- engage professionally with colleagues, parents/carers, stakeholders and the community.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Academic entry criteria

- Completion of a three-year Bachelor degree or equivalent (AQF Level 7), in a discipline other than education, with a minimum Grade Point Average of 4.0 out of 7.0, from a recognised tertiary institution.
- For primary teaching, applicants must have eight units of study that are relevant to one or more of the learning areas of the primary school curriculum. The primary school curriculum areas are English, Mathematics, Science, Humanities and Social Sciences, The Arts, Health and Physical Education, Languages and Technology. This requirement for discipline studies can be met through further study that is completed from different courses at bachelor degree level or higher.
- English language requirements apply to applicants whose previous Bachelor-level study was completed in a country other than Australia, Canada, New Zealand, Republic of Ireland, United Kingdom or the United States of America or undertaken in a language other than English. Applicants from a non-English speaking background must attain an IELTS score of at least 7.5 with a minimum of 8.0 in speaking and listening and 7.0 in all other subtests. The minimum English language requirements for these applicants to enter this program are for teacher registration in Australia, as applicable for [Category 5 English language requirements](#).

Non-academic entry criteria

- Completion of the non-academic entry requirements to demonstrate the applicant's motivation to teach and suitability for the teaching profession. Details are available from the [QTAC](#) initial teacher education webpage.
- If an applicant has achieved a 'satisfactory' result for one or more components of the [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) at another institution, the 'satisfactory' result can be carried across with this admission application.
- Students must be available for a prescribed period of time to undertake the majority of the supervised Professional Experience placements in an Australian school setting, or at another approved site as required by the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)). Students in other Australian states or in overseas

contexts need to ensure they have complied with the equivalent requirements and have registered the details with the [UniSQ Education Placement Office](#).

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

Program structure

This program is comprised of 16 courses (refer to the [Recommended Enrolment Patterns](#) for either Semester 1 or Semester 2 entry) which consists of seven professional education courses and nine courses for discipline-specific curriculum and pedagogical studies across the learning areas of the primary school curriculum. There is a research focus in eight courses, as required by the [Australian Qualifications Framework \(AQF\)](#), for students to achieve AQF Level 9 upon completion of the program. At least one third of the program is devoted to early childhood curriculum and Professional Experience with children from birth to eight years of age. There are five courses that are specific for early years education to cover the age range from birth until before they start formal schooling, which includes the transition to school.

Students intending to complete the program with four semesters of full time study in 1.5 years are advised on the importance of following the recommended enrolment pattern with a Professional Experience placement every semester. The program has four courses which have blocks of supervised Professional Experience for a total of 75 days. The [Graduate Teacher Performance Assessment \(GTPA\)](#) is a culminating summative assessment which is completed during the final supervised experience in the capstone course, [EDM8100 Evidence of Learning in Teaching](#).

Program completion requirements

To graduate from this program, students must complete all 16 units which includes 75 days supervised Professional Experience. All students will need to organise and demonstrate a pass result in all components of the [LANTITE](#) prior to commencing the final placement. [LANTITE](#) is administered and managed by [ACER](#) and is a requirement for graduation from the program.

Required time limits

This accelerated program is able to be completed by students in a full-time duration of 1.5 years in four semesters which are equivalent to two years of study. Students are able to complete the program part-time, but some courses have pre-requisites and courses are not offered every semester.

Students have a maximum of 8 years to complete this program.

Core courses

Course	Semester of offer External/Online	Notes
EDM5001 Understanding Learners and Learning[£]	1, 2, 3	Semester 1 External offer is not available in 2023.
EDM5003 Science Curriculum & Pedagogical Studies[£]	2, 3	
EDM5005 Mathematics Curriculum & Pedagogical Studies 1[£]	2, 3	
EDM5007 Cultivating Supportive Learning Environments	1, 2	
EDM5010 Literacy Learning in the Early Years[£]	1, 3	
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy	1, 2	
EDM5016 Early Years Data and Assessment	2	
EDM5100 HPE and Wellbeing Curriculum and Pedagogical Studies 1	1, 3	
EDM8005 Mathematics Curriculum & Pedagogical Studies 2	1, 2	
EDM8007 Literacies Learning in Diverse Contexts[£]	1, 2, 3	Semester 1 Online offer is not available in 2023.
EDM8008 Inquiring through the Humanities	1, 2	
EDM8014 English Literacy and Special Educational Needs	1, 2	
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts[£]	1, 3	
EDM8018 Leading in Early Childhood[£]	2, 3	
EDM8020 Arts and Technology through Play[£]	2, 3	
EDM8100 Evidence of Learning in Teaching	1, 2	

Footnotes

[£] In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Specialisation

The program consists of courses that specialise in the development, care and education of children from birth to eight years, including the transition to school. The program is inclusive of early childhood education and curriculum studies, teaching pedagogies and Professional Experience. The historical and comparative perspectives of early childhood are interwoven with contemporary theories and practices for developing family and community partnerships. The primary curriculum learning areas are covered from Foundation to Year 3, with a specialisation in English Literacy. In particular, the program makes explicit reference to the elements

of effective early reading instruction including phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language, with English Literacy as the primary specialisation area.

Professional experience

Professional Experience is a mandated component of this program. The program requires four full-time supervised Professional Experience blocks which includes 10 days with children aged birth to under 3 years old (0–35 months), 20 days with children aged 3–5 years (supervised by a registered teacher) and 45 days in a primary school setting, totalling 75 days.

The program is developmental, and the placements are sequenced with pre-requisites so that they must be attended in order. Professional Experience is an embedded and assessed requirement in EDM5014 Planning for Learning: Curriculum, Play and Pedagogy with 20 days supervised by a registered teacher with children aged 3–5 years. In [EDM5001 Understanding Learners and Learning[£]](#), students will attend 20 days in a primary school setting (Foundation–Year 3). Students in EDM8017[£] Relating and Inquiring in Infant and Toddler Education and Care Contexts will gain an extensive understanding of the early years through 10 days supervised placement in a birth to 2 years context. Satisfactory completion of both components of the [LANTITE](#) is required prior to enrolling in the capstone course, [EDM8100 Evidence of Learning in Teaching](#), for the final 25 days supervised placement and the GTPA. In this unit Students must observe a minimum of one lesson in an Upper Primary classroom (Years 4–6).

Students intending to complete the program in 1.5 years are advised on the importance of attending a Professional Experience placement every semester by meeting pre-requisites, complying with placement requirements, communicating with the [UniSQ Education Placement Office](#) and by taking sufficient personal and professional responsibility to attend sites as required throughout the program.

The placements in early learning settings, kindergarten and primary schools are organised by the [UniSQ Education Placement Office](#) and the calendar of placement dates are scheduled in advance. At UniSQ, Professional Experience placements are managed through the [InPlace](#) online software management system. The expectation is that students will usually attend two or three different sites throughout their program and return to a previous school placement site, for the GTPA in their final semester of study.

The majority of the supervised placements must be attended in an Australian school setting. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)) on enrolment. Students must hold a current valid Blue Card throughout the duration of each Professional Experience. The University is legally obliged to warn students that it is an offence for a disqualified person to submit a Blue Card application. Students in other Australian states or in overseas contexts need to ensure that they have complied with the equivalent requirements and have registered the details with the [UniSQ Education Placement Office](#). Students should keep their Blue Card on them at all times while attending a Professional Experience placement.

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

IT requirements

This program is studied through online courses and external placement courses for Professional Experience. For information regarding technology requirements, please refer to the [UniSQ minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state in which they are completing their [Professional Experience](#).

Satisfactory completion of both components of the [LANTITE](#) will be required prior to commencing the final supervised placement and for graduation from this program.

There is no fee for a student Blue Card, but the program has additional costs associated with [LANTITE](#) and Professional Experience. Every effort is made to place students within a reasonable distance of their home; however students are also encouraged to consider a rural, regional or remote placement.

There may be costs associated with travel, accommodation, meal expenses, incidentals and the possible loss of income from other paid employment.

All students are expected to commit themselves to the highest standards of personal and professional behaviour as defined in the [Early Childhood Australia Code of Ethics](#) and the [Queensland College of Teachers 'Code of Ethics'](#).

Articulation

On successful completion of the Master of Learning and Teaching, students may be eligible for entry into the [Doctor of Philosophy](#), provided necessary entry requirements are met. Graduates may also choose to undertake a Graduate Certificate to further specialise their teaching practice.

Related programs

The Master of Learning and Teaching is a suite of three distinct programs to prepare teachers for different sectors of schooling. The Master of Learning and Teaching (Early Years) prepares graduates in the area of early years education, which ranges from birth to eight years of age. The [Master of Learning and Teaching \(Primary\)](#) prepares graduates for the primary years of schooling from Foundation to Year 6. The [Master of Learning and Teaching \(Secondary\)](#) prepares graduates for secondary schooling, which is guided by, but not limited to, two teaching areas.

Exit points

A student who chooses not to complete or who does not maintain good standing in this program will be permitted to exit with a lesser qualification as set out below, provided that they have met the requirements of that program. This means:

- a student who successfully completes four postgraduate courses in the Master of Learning and Teaching may apply to exit with the [Graduate Certificate of Education](#) as an alternative education qualification. However, this qualification is not approved for teacher registration and it does not meet the requirements of the ACECQA framework.
- a student who successfully completes eight postgraduate courses in the Master of Learning and Teaching may apply to exit with the [GDED or GDEF Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#) as an alternative education qualification. However, this qualification is not approved for teacher registration and it does not meet the requirements of the ACECQA framework.

Credit

Candidates eligible for admission into this program may be eligible for up to eight units of credit on the basis of successful completion of relevant, equivalent postgraduate level study completed at a recognised university or institution.

Credit approved in this program will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please view information on [Recognition of prior learning](#).

Recommended enrolment pattern - Semester 1 entry

For a student to be eligible to graduate in 1.5 years, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5007 Cultivating Supportive Learning Environments					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
EDM5010 Literacy Learning in the Early Years[£]					1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT or MPLT	
EDM5100 HPE and Wellbeing Curriculum and Pedagogical Studies 1					1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: MELT or MPLT	
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy			1	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	20 days Professional Experience with children aged 3–5 years.
EDM5003 Science Curriculum & Pedagogical Studies[£]					1	2,3		
EDM5005 Mathematics Curriculum & Pedagogical Studies 1[£]					1	2,3		
EDM5016 Early Years Data and Assessment					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDM5001 Understanding Learners and Learning[£]			1	1,2,3			Pre-requisite: EDM5000 or EDM5014	20 days Professional Experience in Primary School (Foundation–Year 3). Semester 1 External offer is not available in 2023.
EDM8007 Literacies Learning in Diverse Contexts[£]					1	1,2,3	Pre-requisite: EDM5010	Semester 1 Online offer is not available in 2023.
EDM8018 Leading in Early Childhood[£]					1	2, 3	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	
EDM8020 Arts and Technology through Play[£]					1	2, 3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts [£]			1	1, 3			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	10 days Professional Experience with children aged Birth–35 months.
EDM8005 Mathematics Curriculum & Pedagogical Studies 2					2	1,2	Pre-requisite: EDM5001 and EDM5005	
EDM8008 Inquiring through the Humanities					2	1,2	Pre-requisite: EDM5001	
EDM8014 English Literacy and Special Educational Needs					2	1,2	Enrolment is not permitted in EDM8014 if EDM8002 has been previously completed.	
EDM8100 Evidence of Learning in Teaching			2	1,2			Pre-requisite: EDM5001 and (EDM5016 or EDM8000)	25 days Professional Experience in Primary School (GTPA) and observe a minimum of one lesson in upper primary (Year 4-6).

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Recommended enrolment pattern - Semester 2 entry

For a student to be eligible to graduate in 1.5 years, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5003 Science Curriculum & Pedagogical Studies [£]					1	2,3		
EDM5007 Cultivating Supportive Learning Environments					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
EDM5016 Early Years Data and Assessment					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDM5014 Planning for Learning: Curriculum, Play and Pedagogy			1	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	20 days Professional Experience with children aged 3–5 years.
EDM5005 Mathematics Curriculum & Pedagogical Studies ^{1£}					1	2,3		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5010 Literacy Learning in the Early Years [£]					1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT or MPLT	
EDM5100 HPE and Wellbeing Curriculum and Pedagogical Studies 1					1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: MELT or MPLT	
EDM5001 Understanding Learners and Learning [£]			1	1,2,3			Pre-requisite: EDM5000 or EDM5014	20 days Professional Experience in Primary School (Foundation–Year 3). Semester 1 External offer is not available in 2023.
EDM8005 Mathematics Curriculum & Pedagogical Studies 2					2	1,2	Pre-requisite: EDM5001 and EDM5005	
EDM8008 Inquiring through the Humanities					2	1,2	Pre-requisite: EDM5001	
EDM8014 English Literacy and Special Educational Needs					2	1,2	Enrolment is not permitted in EDM8014 if EDM8002 has been previously completed.	
EDM8017 Relating and Inquiring in Infant and Toddler Education and Care Contexts [£]			2	3			Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	10 days Professional Experience with children aged Birth–35 months.
EDM8007 Literacies Learning in Diverse Contexts [£]					2	1,2,3	Pre-requisite: EDM5010	
EDM8018 Leading in Early Childhood [£]					2	3	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT	
EDM8020 Arts and Technology through Play [£]					2	3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT	
EDM8100 Evidence of Learning in Teaching			2	1,2			Pre-requisite: EDM5001 and (EDM5016 or EDM8000)	25 days Professional Experience in Primary School (GTPA) and observe a minimum of one lesson in upper primary (Year 4–6)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Master of Learning and Development (MLD1) - MLearning&Dev

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the [Master of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Master of Education \(Full Fee Paying \(FFP\)\)](#)

	Online
Start:	No new admissions
Fees:	Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time up to 4 years part-time
Program articulation:	From: Postgraduate Certificate in Learning and Development ; ; Postgraduate Certificate in Applied Linguistics

Notes:

Both modes of study are supported through the UniSQ Study Desk

This program does not qualify students for teacher registration with relevant teaching authorities. To qualify for teacher registration in Queensland, please refer to the ; [Graduate Diploma of Learning and Teaching](#)

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program aims

The aim of this program is to provide professionals in education, training and development with masters-level coursework and research opportunities that will engage with educational issues that are relevant and meaningful to them and help to sustain their communities and fulfil their lives. For those choosing the Research Pathway, a complementary aim is to provide an opportunity to develop research capabilities as a foundation for independent investigations through a critical approach to educational research. The program therefore aims to:

- facilitate the development and consolidation of knowledge and skills in teaching and learning in community, professional and workplace learning settings that are informed by contemporary learning theory and futures-orientated approaches
- support the application of these knowledge and skills through learner-centred design, flexible delivery and individualised and authentic assessment to enhance quality of services for their learners
- provide opportunities for students to build a program of study to suit their own particular needs, professional and industry requirements and individual career paths

Program objectives

On successful completion of the Master of Learning and Development, students should be able to:

- critically analyse and contextualise knowledge relating to professional practice, and sustainable engagement in educational sectors
- exhibit competence and commitment in pursuing personal lifelong learning goals of advanced scholarship in relation to their areas of specialisation
- articulate the local, provincial, national, regional and global dimensions of the work and identities of contemporary educators, trainers and developers

- demonstrate the capacity to add value to, and help to sustain contemporary learning communities

An additional objective for those following the Research Pathway is to:

- integrate empirical, methodological and theoretical knowledge in ways that engage current educational issues

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- have completed a Bachelor degree from a recognised university.

Alternative admission

Applicants who do not meet the requirements for normal entry may apply for alternative entry if they believe that they can demonstrate that they have qualifications and/or experience that might be considered equivalent to those required for normal entry. Applicants are referred to the Australian Qualification Framework's [Recognition of Prior Learning](#) principles to assist such demonstration.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Program completion requirements

Students are required to follow the recommended enrolment pattern for their selected specialisation or to tailor a 'student-designed' enrolment pattern following the program structure.

Program structure

The Master of Learning and Development is an 8-unit program. Three guidelines shape the program structure.

- A minimum of 50% of the units studied (at least 4 units) must be level 8 courses
- A minimum of 50% of the units studied (at least 4 units) must be from the [Master of Education](#)
- A maximum of 50% of the units studied (up to 4 units) may be selected from any UniSQ Faculty – choose via the [UniSQ programs](#) search facility.

Students may choose to follow a prescribed enrolment pattern for one of the specialisations, or may prefer to tailor their study as outlined in the "Student-Designed Customisation" notes below.

Please refer to for the Early Childhood specialisation.

Student-Designed Customisation

This option is an alternative to following the recommended enrolment pattern for a particular Specialisation. Students may choose to customise their study by following the program structure guidelines above. **Note:** Students must submit a study plan for approval by the Faculty of Business, Education, Law and Arts.

Coursework and Research Pathways

Students may choose to study a suite of eight (8) coursework units, the **Coursework pathway**, or if students intend undertaking doctoral studies at a later date, follow the **Research pathway**.

	Coursework pathway	Research pathway
Education coursework	Minimum of 4 units	Minimum of 4 units
Complementary coursework:	Maximum of 4 units	Maximum of 4 units *

The **Research pathway** requirements and its recommended enrolment pattern can be found in the **Research** section of this Handbook entry.

Education Postgraduate Discipline Courses *		
	Projected Semester Offers	
	On-campus	Online
EDR8000	2,3	1,2,3
EDR8001	3	1,2,3
EDR8005 Discourse Analysis	1	1,2
EDU5010		2
EDU5112		3
EDU5221		2
EDU5321 Educating Students with Special Needs		1,3
EDU5322		3
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention		1,3
EDU5335 Emotional and Behavioural Problems of Children and Adolescents		2
EDU5601 Designing for Flexible Learning Environments [^]		1
EDU5702		2
EDU5703		3
EDU5705		1
EDU5713	3	1,3
EDU5760		1,2
EDU8007		1
EDU8011		2
EDU8111		2
EDU8114		1
EDU8117		2
EDU8311		1
EDU8312		1
EDU8314		1,3
EDU8317 Individual Assessment and Testing		1

EDU8318		2
EDU8319 Marketing Your Educational Organisation [†]		3
EDU8324 Learning Difficulties: Reading		2
EDU8326 Learning Difficulties: Mathematics		1
EDU8328 Consultation and Communication: Theory and Practice		2,3
EDU8331 Career Development in Educational Settings		2
EDU8332 Introduction to Counselling in Educational Contexts		1
EDU8333 Advanced Counselling in Educational Contexts		2
EDU8338 Autism		3
EDU8406		2
EDU8415		1
EDU8605		1
EDU8606 Lifelong Career Development		1
EDU8701		1
EDU8705 Personal Pedagogy in Context [^]		1
EDU8712		3
EDU8719 Contemporary Issues Conference		2
LAW8710 Australian Law for Educators		2
LIN5000 The Nature of Language	1,2	1,2
LIN8003 Language Program Management		2
LIN8001 Principles of Second Language Learning	1	1,2
LIN8002 Methodology in Teaching a Second Language	2	2
LIN8006 Technology-Enhanced Language Teaching	1	1,2
LIN8007		1,3
LIN8015	2	2,3
LIN8019 Teaching Languages to Young Learners		2

Footnotes

* Students should note that not all discipline courses are available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.

[^] This course is offered in odd-numbered years.

[†] This course is offered in even-numbered years.

Required time limits

Full-time enrolment normally requires one year of study. Part-time enrolment may be extended to five years of study.

Major studies/Specialisations

Because of the program focus, the default study pattern will be student-designed; a customised pattern following the program structure guidelines. Students who follow the recommended enrolment pattern for the following specialisations will have their specialisation named on their testamur.

Please select one of the following specialisations or refer to the Program Structure section to tailor your own study pattern via the student-designed customisation option.

Refer to for the Early Childhood specialisation.

- Adult Professional and Workplace Learning

- Career Development and Lifelong Learning*
- Learning Design
- Educational Leadership
- Online and Distributed Learning

* UniSQ is applying for re-endorsement with the Careers Industry Council of Australia.

Research

The **Research Pathway** comprises a minimum of one research coursework unit and an individual, supervised project comprising a minimum of 2-units. Students will:

- work with a project supervisor in the 2 (or 3) unit project
- arrange supervision for their project during the research coursework unit

Project topics will be in one of the fields of education or a related cognate field and are limited by the Faculty's capacity to supervise. See the research recommended enrolment pattern.

Note: The Research Pathway is not available to students undertaking the following specialisations:

- (1) Adult, professional and workplace learning
- (2) Early childhood

Professional experience

Professional experience is required and recommended in the **Adult, Professional and Workplace Learning**. Irrespective of level of academic performance achieved by students in this specialisation, no student will be eligible to graduate from the specialisation without satisfactorily demonstrating current professional competence against the performance criteria identified in the nominated courses. **Eligibility to Undertake professional experience in Queensland Educational Settings** Under the terms of the Commission for Children and Young People Act (Qld. 2000), students undertaking professional experience are considered to be **volunteers** engaged in **inregulated employment**. As such, all students working with children must apply to the Commission to be issued with a notice that they are **suitable to work in child-related employment**. As part of this application, the student must consent to the Commission conducting a criminal history check as the key element of the process of determining suitability. All applications for a suitability notice must be made at the local campus of the university at the commencement of their program. Students who do not make application, or who do apply but are subsequently deemed **unsuitable**, will not be able to undertake the professional experience components of the program.

Students undertaking professional experience outside of Queensland will need to check the requirements for professional experience in their State or Country.

IT requirements

Students must have reliable and ready access to email and the Internet. See [minimum computing standards](#) for more information.

Articulation

The Master of Learning and Development program articulates from the, Postgraduate Certificate in Education, and Postgraduate Certificate in Learning and Development.

Exit points

Students who successfully complete a minimum of four (4) units of the Master of Learning and Development program will be able to transfer 4 units of credit to an appropriate Postgraduate Certificate program (see the programs listed under Articulation above).

Credit

The maximum credit granted will be no more than half of the program units (four units). Within this limit, credit will be granted for relevant studies successfully completed at postgraduate level in the last five years and may be considered for studies successfully completed in the last 10 years. Students who have completed the Postgraduate Certificate programs listed in the Articulation section above, will receive full credit. Within the framework of these guidelines, the following points warrant particular consideration:

- Transfer of credit from other incomplete UniSQ award programs may be permitted where there is similar or appropriate content.
- Advanced Standing for other formal awards from recognised educational institutions will be assessed using the Australian Qualification Framework's [Recognition of Prior Learning principles](#).
- Other completed and assessed professional development and workplace learning activities will attract credit into the program when assessed as equivalent to a full UniSQ course.

Students intending to apply for credit should contact the Faculty of Business, Education, Law and Arts for advice before applying for credit, and follow the [guidelines for credit for previous study or work](#).

Enrolment

Students will enrol in the Master of Learning and Development on either a full-time or a part-time basis. International on-campus students must be enrolled full-time.

It is recommended that study commences with the specialisation's Education coursework section.

Note: Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of the change prior to semester start.

Recommended enrolment pattern - Research pathway

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Education Coursework: Select a minimum of 4 Master of Education coursework courses as listed in the specialisations' Recommended Enrolment advice.							
Complementary Coursework: Select a maximum of 1 coursework course from any UniSQ program							
Research:							
Required Coursework							
EDR8000					2	1,2,3	
Optional Coursework - If selected, a maximum of one course from the following:							
EDR8001					2	1,2,3	
EDR8005 Discourse Analysis	1	1				1,2	
Project: Select 2 or 3 units from the following							
EDR8060						1,2,3	
EDR8061 Master of Education Project		1,2				1,2,3	Pre-requisite: EDR8801 and EDR8802

Recommended enrolment pattern - Adult, professional and workplace learning

The **Adult, Professional and Workplace Learning** specialisation is designed to meet the needs of professionals and other practitioners with an undergraduate degree or equivalent in a discipline other than education who wish to build a solid foundation of knowledge and skills in teaching and learning to enhance their practice and support their personal, professional and career development. It will also meet the needs of more experienced

educators and trainers with an undergraduate degree or equivalent seeking further development of their knowledge and skills in teaching and learning with a focus on adult, professional and workplace learning. Indicative positions include Training and Development Manager, Education Officer, Workplace Trainer and Learning and Development Consultant. The specialisation provides students with the opportunity to develop and demonstrate skills in designing, planning, facilitating, managing, assessing and evaluating teaching and learning processes and to develop their capacity for critical, reflective practice and ongoing professional development and renewal.

Please note that the Research Pathway is not recommended for this specialisation.

*

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework:								
Required courses								
EDU5601 Designing for Flexible Learning Environments						1		This course is offered in odd-numbered years.
EDU8701					1	1		
EDU8406						2		
EDU5713		3				1,3		Students require first-hand knowledge of, and access to, a teaching situation in school, post-compulsory, community education or training context.
EDU8606 Lifelong Career Development						1		
PLUS								
EDU5760 ^				1,2				Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
Complementary coursework: Select 2 courses from UniSQ Programs at least one of these must be a level 8 course.								

Footnotes

* Your program of study must include a minimum of 50% level 8 courses

[^] One of the central aims of this specialisation is to allow students to develop teaching skills and strategies, while at the same time linking theory and practice. This is the basis for continual improvement. It is therefore essential that all students complete at least two education coursework courses (EDU8701, FET5601 or EDU5713 and at least one complimentary course before undertaking any instructional placements associated with this specialisation.

Recommended enrolment pattern - Career development and Lifelong Learning

UniSQ is applying for re-endorsement with the Careers Industry Council of Australia.

This specialisation will meet the growing demand from individuals working in teaching, counselling, training, employment, community development, or information management roles, who support the career planning and development of students, clients, and organisations. The Career Development and Lifelong Learning specialisation has been designed to address core and selected specialist competencies from the Professional Standards for Australian Career Development Practitioners, and it has been officially endorsed by the Careers Industry Council of Australia as a qualification for being accorded the status of professional career development practitioner under the Professional Standards. In addition, the recommended first course in the program [EDU8606 Lifelong Career Development](#) provides an entry pathway for students completing the DEEWR Australian Career Development Studies course, for which UniSQ is an approved Examiner.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to 'Complementary Coursework' courses. Coursework Pathway students may select any courses as their 'Complementary Coursework'.

*

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education coursework: Select a minimum of 4 Education coursework courses								
Required Courses								
EDU8606 Lifelong Career Development						1		
EDU8331 Career Development in Educational Settings					1	2		
EDU8332 Introduction to Counselling in Educational Contexts						1		
Select a minimum of 1 of the following Education coursework courses:								
EDU8406						2		
EDU5760				1,2				Professional Experience is a required component of this course, please refer to the Course Specification regarding sector specific requirements.
EDU8605						1		
EDU8328 Consultation and Communication: Theory and Practice						2,3		
Complementary Coursework: Select a maximum of 4 courses from UniSQ Programs								
OR								
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.								

Footnotes

* Your program of study must include a minimum of 50% level 8 courses.

Recommended enrolment pattern - Educational leadership

An interpretive analysis of **Educational Leadership** explores the significance, connectedness, and inference of conceptual frameworks, relationships and systems to further our understanding of human-centred transformations. This specialisation is designed for those with leadership responsibilities in a range of organisations, units or communities with a clear educational agenda. Social and sustainable partnerships,

contested relations and collaborative work are located within dynamically changing environments. Student contexts will inform these analyses to develop culturally relevant approaches for educational leadership roles.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

Your program of study must include a minimum of 50% level 8 courses

Course	Year of program and semester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Sem	Year	Sem	Year	Sem	
Education Coursework: Select a minimum of 4 Education coursework courses							
EDU8312					1	1	
EDU8314					2	1,3	
EDU8318					2	2	
EDU5221					1	2	
EDU8605						1	
Complementary Coursework: Select a maximum of 4 courses from UniSQ Programs							
OR							
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.							

Recommended enrolment pattern - Learning design

Effective learning design is at the heart of sound educational practices. To interrogate the potential of various learning environments, contexts and opportunities, educators must adopt a critical approach to the learning design process, and consider the extent to which learning is enhanced through explicit design strategies. This specialisation meets the needs of a wide range of professionals working in educational settings who need to develop their knowledge and skills in learning design. Those wishing to move into the fields of educational design/learning design/instructional design or development will find this specialisation particularly useful.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

Your program of study must include a minimum of 50% level 8 courses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework: Select a minimum of 4 Education coursework courses								
EDU5601 Designing for Flexible Learning Environments						1		This course is offered in odd-numbered years.
EDU8406						2		
EDU8415					2	1		
EDU5713		3				1,3		Students require first-hand knowledge of, and access to, a teaching situation in school, post-compul

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
								sory, community education or training context.
Complementary Coursework: Select a maximum of 4 courses from UniSQ Programs								
OR								
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.								

Recommended enrolment pattern - Online and distributed learning

The specialisation is designed to meet the needs of a wide range of professionals in a variety of online education settings. It caters for those in both formal education settings and informal learning contexts – specifically teachers and educational designers moving to a more sophisticated application of online education, as well as professionals working in corporate environments. The main focus of this specialisation is to develop critical thinking, intellectual engagement and the ability to design, develop, facilitate and evaluate programs in online and blended learning environments.

Follow the recommended enrolment table below. Those intending to undertake doctoral studies at a later date are referred to the Research Pathway in preference to “Complementary Coursework” courses. Coursework Pathway students may select any courses as their “Complementary Coursework”.

Your program of study must include a minimum of 50% level 8 courses.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Education Coursework: Select a minimum of 4 Education coursework courses								
EDU8415					1	1		
EDU5601 Designing for Flexible Learning Environments						1		This course is offered in odd-numbered years.
EDU8114						1		
EDU8605						1		
EDU8111						2		
Complementary Coursework: Select a maximum of 4 courses from UniSQ Programs								
OR								
Research pathway: Follow the recommended enrolment of the Research section in this Handbook entry.								

Master of Learning and Teaching (Primary) (MPLT) - MLrnTchPrim

	External
Start:	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Fees:	Commonwealth supported place Domestic full fee paying place
Standard duration:	1.5 years full-time in an accelerated program taught in four semesters which is equivalent to 2 years of study, up to 4 years part-time

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

The Australian Federal Government has mandated that all students of initial teacher education programs demonstrate they have been assessed as being in the top 30% of the adult population for personal literacy and numeracy. The [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) is administered and managed by the [Australian Council for Educational Research \(ACER\)](#). While this is not a requirement for admission, all students will need to organise and demonstrate a pass result in all components of the LANTITE prior to the final supervised Professional Experience and to graduate from this program.

On successful completion of the Master of Learning and Teaching, students may be eligible for entry into the ; [Doctor of Philosophy](#), provided necessary entry requirements are met.

Contact us

Future Australian and New Zealand students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): + 61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email: usqsupport@usq.edu.au

Professional accreditation

This program is accredited by the [Queensland College of Teachers \(QCT\)](#) and meets the expectations and requirements of the [Australian Institute for Teaching and School Leadership \(AITSL\)](#).

Program aims

This postgraduate preservice teacher education program is offered in an accelerated pattern to enable the completion of four semesters of study in one and a half years, which is equivalent to a two year program. The program prepares beginning teachers for employment in primary school (Foundation to Year 6) settings. It is designed for graduates with a Bachelor degree in a field other than education to be eligible to apply for registration to teach in primary school contexts. Following completion of this program, graduates will be equipped to teach the learning areas of the primary school curriculum, with a specialisation in English Literacy, across the years of primary schooling.

Program objectives

The program objectives align with the seven [AITSL Professional Standards for Teachers \(Graduate Level\)](#). On successful completion of the program, graduates will be able to demonstrate that they:

- know primary aged students and how they learn
- know the content and how to teach it in a primary school environment
- plan for and implement effective teaching and learning in primary school settings
- create and maintain supportive and safe learning environments for primary school learners

- assess, provide feedback and report on primary student learning
- engage in professional learning to improve practice and learning outcomes for primary school learners
- engage professionally with colleagues, parents/carers and the community, meeting their ethical and legal responsibilities.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Academic entry criteria

- Completion of a three-year bachelor degree or equivalent (AQF Level 7), in a discipline other than education, with a minimum Grade Point Average of 4.0 out of 7.0, from a recognised tertiary institution.
- For primary teaching, applicants must have eight units of study that are relevant to one or more of the learning areas of the primary school curriculum. The primary school curriculum areas are English, Mathematics, Science, Humanities and Social Sciences, The Arts, Health and Physical Education, Languages and Technology. This requirement for discipline studies can be met through further study that is completed from different courses at bachelor degree level or higher.
- English language requirements apply to applicants whose previous bachelor-level study was completed in a country other than Australia, Canada, New Zealand, Republic of Ireland, United Kingdom or the United States of America or undertaken in a language other than English. Applicants from a non-English speaking background must attain an IELTS score of at least 7.5 with a minimum of 8.0 in speaking and listening and 7.0 in all other subtests. The minimum English language requirements for these applicants to enter this program are for teacher registration in Australia, as applicable for [Category 5 English language requirements](#).

Non-academic entry criteria

- Completion of the non-academic entry requirements to demonstrate the applicant's motivation to teach and suitability for the teaching profession. Details are available from the [QTAC initial teacher education](#) webpage.
- If an applicant has achieved a 'satisfactory' result for one or more components of the [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) at another institution, the 'satisfactory' result can be carried across with this admission application.
- Students must be available for a prescribed period of time to undertake the majority of the supervised Professional Experience placements in an Australian school setting, or at another approved site as required by the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)). Students in other Australian states or in overseas contexts need to ensure they have complied with the equivalent requirements and have registered the details with the [UniSQ Education Placement Office](#).

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

Program structure

This program is comprised of 16 courses (refer to the [Recommended Enrolment Patterns](#) for either Semester 1 or Semester 2 entry) which consists of nine courses of discipline-specific curriculum and pedagogical studies across the learning areas of the primary school curriculum, three education courses and four professional learning and placement courses. There is a research focus in eight courses, as required by the [Australian Qualifications Framework \(AQF\)](#), for students to achieve AQF Level 9 upon completion of the program.

Students intending to complete the program with four semesters of full time study in 1.5 years are advised on the importance of following the recommended enrolment pattern with a Professional Experience placement every semester. The program has three courses which have blocks of supervised Professional Experience for a total of 60 days. The [Graduate Teacher Performance Assessment \(GTPA\)](#) is a culminating summative assessment which is completed during the final supervised experience in the capstone course, [EDM8100 Evidence of Learning in Teaching](#).

Program completion requirements

To graduate from this program, students must complete all 16 units which includes 60 days supervised Professional Experience. All students will need to organise and demonstrate a pass result in all components of the [LANTITE](#) prior to commencing the final supervised placement and the GTPA. [LANTITE](#) is administered and managed by [ACER](#) and is a requirement for graduation from the program.

Required time limits

This accelerated program is able to be completed by students in a full-time duration of 1.5 years in four semesters which are equivalent to two years of study. Students are able to complete the program part-time, but some courses have pre-requisites and courses are not offered every semester.

Students have a maximum of 8 years to complete this program.

Core courses

Course	Semester of offer External/Online	Notes
EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy	1,2	
EDM5001 Understanding Learners and Learning[£]	1,2,3	Semester 1 External offer is not available in 2023.
EDM5002 Diversity in Educational Contexts	1,2	
EDM5003 Science Curriculum & Pedagogical Studies[£]	2,3	
EDM5005 Mathematics Curriculum & Pedagogical Studies 1[£]	2,3	
EDM5007 Cultivating Supportive Learning Environments	1,2	
EDM5010 Literacy Learning in the Early Years[£]	1,3	
EDM5100 HPE and Wellbeing Curriculum and Pedagogical Studies 1[£]	1,3	
EDM8000 Assessment for Learning[£]	1,3	
EDM8004 Teacher Identity[£]	1,3	
EDM8005 Mathematics Curriculum & Pedagogical Studies 2	1,2	
EDM8006 Curriculum and Pedagogical Studies 2: Arts & Technologies[£]	1,2,3	Semester 1 Online offer is not available in 2023.
EDM8007 Literacies Learning in Diverse Contexts[£]	1,2,3	Semester 1 Online offer is not available in 2023.
EDM8008 Inquiring through the Humanities	1,2	
EDM8014 English Literacy and Special Educational Needs	1,2	
EDM8100 Evidence of Learning in Teaching	1,2	

Footnotes

[£] In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Specialisation

The program consists of courses to teach across the years of primary schooling and the curriculum learning areas, with a specialisation in English Literacy. In particular, the program makes explicit reference to the elements of effective early reading instruction including phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language, with English Literacy as the primary specialisation area.

Professional experience

Professional Experience is a mandated component of this program. The program requires three full-time supervised Professional Experience blocks in a school setting, totalling 60 days.

The program is developmental, and the placements are sequenced with pre-requisites so that they must be attended in order. Professional Experience is an embedded, supervised and assessed requirement in [EDM5000](#)

Planning for Learning: Introduction to Curriculum and Pedagogy (15 days), **EDM5001 Understanding Learners and Learning**[£] (20 days) and in the capstone course **EDM8100 Evidence of Learning in Teaching** (25 days). Satisfactory completion of both components of the **LANTITE** is required prior to enrolling in the capstone course, **EDM8100 Evidence of Learning in Teaching**, for the final supervised placement and the GTPA.

Students intending to complete the program in 1.5 years are advised on the importance of attending a Professional Experience placement every semester by meeting pre-requisites, complying with placement requirements, communicating with the **UniSQ Education Placement Office** and by taking sufficient personal and professional responsibility to attend sites as required throughout the program.

The placements in primary schools are organised by the **UniSQ Education Placement Office** and the calendar of placement dates are scheduled in advance. At UniSQ, Professional Experience placements are managed through the **InPlace** online software management system. The expectation is that students will usually attend two different sites throughout their program and return to a previous school placement site for the GTPA in their final semester of study.

The majority of the supervised placements must be attended in an Australian school setting. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card (**Blue Card or Exemption Card**) on enrolment. Students must hold a current valid Blue Card throughout the duration of each Professional Experience. The University is legally obliged to warn students that it is an offence for a disqualified person to submit a Blue Card application. Students in other Australian states or in overseas contexts need to ensure that they have complied with the equivalent requirements and have registered the details with the **UniSQ Education Placement Office**. Students should keep their Blue Card on them at all times while attending a Professional Experience placement.

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

IT requirements

This program is studied through online courses and external placement courses for Professional Experience. For information regarding technology requirements, please refer to the **UniSQ minimum computing standards**.

Other program requirements

Students must maintain good standing in this program. Please refer to the **Academic Standing, Progression and Exclusion Procedure**.

Students must also hold a valid **Blue Card** within Queensland or hold a valid **Working with Children Check** as well as having completed any further training/certificates relevant to the state in which they are completing their **Professional Experience**.

Satisfactory completion of both components of the **LANTITE** will be required prior to commencing the final supervised placement and for graduation from this program.

There is no fee for a student Blue Card, but the program has additional costs associated with **LANTITE** and Professional Experience. Every effort is made to place students within a reasonable distance of their home; however students are also encouraged to consider a rural, regional or remote placement. There may be costs associated with travel, accommodation, meal expenses, incidentals and the possible loss of income from other paid employment.

All students are expected to commit themselves to the highest standards of personal and professional behaviour as defined by the **Queensland College of Teachers 'Code of Ethics'**.

Articulation

On successful completion of the Master of Learning and Teaching, students may be eligible for entry into the **Doctor of Philosophy**, provided necessary entry requirements are met. Graduates may also choose to undertake a Graduate Certificate to further specialise their teaching practice.

Related programs

The Master of Learning and Teaching is a suite of three distinct programs to prepare teachers for different sectors of schooling. The [Master of Learning and Teaching \(Early Years\)](#) prepares graduates in the area of early years education, which ranges from birth to eight years of age. The Master of Learning and Teaching (Primary) prepares graduates for the primary years of schooling from Foundation to Year 6. The [Master of Learning and Teaching \(Secondary\)](#) prepares graduates for secondary schooling, which is guided by, but not limited to, two teaching areas.

Exit points

A student who chooses not to complete or who does not maintain good standing in this program will be permitted to exit with a lesser qualification as set out below, provided that they have met the requirements of that program. This means:

- a student who successfully completes four core courses in the Master of Learning and Teaching may apply to exit with the [Graduate Certificate of Education](#) as an alternative education qualification. However, this qualification is not approved for teacher registration.
- a student who successfully completes eight core courses in the Master of Learning and Teaching may apply to exit with the [GDED or GDEF Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#) as an alternative education qualification. However, this qualification is not approved for teacher registration.

Credit

Candidates eligible for admission into this program may be eligible for up to eight units of credit on the basis of successful completion of relevant, equivalent postgraduate level study completed at a recognised university or institution.

Credit approved in this program will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please view information on [Recognition of prior learning](#).

Recommended enrolment pattern - Semester 1 entry

For a student to be eligible to graduate in 1.5 years, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5007 Cultivating Supportive Learning Environments					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
EDM5010 Literacy Learning in the Early Years [£]					1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT or MPLT	
EDM5100 HPE and Wellbeing Curriculum and Pedagogical Studies 1 [£]					1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: MELT or MPLT	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy			1	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	15 days Professional Experience
EDM5002 Diversity in Educational Contexts					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	
EDM5003 Science Curriculum & Pedagogical Studies [£]					1	2,3		
EDM5005 Mathematics Curriculum & Pedagogical Studies 1 [£]					1	2,3		
EDM5001 Understanding Learners and Learning [£]			1	1,2,3			Pre-requisite: EDM5000 or EDM5014	20 days Professional Experience. Semester 1 External offer is not available in 2023.
EDM8000 Assessment for Learning [£]					1	1,3	Pre-requisite: EDM5000	
EDM8006 Curriculum and Pedagogical Studies 2: Arts & Technologies [£]					1	2,3	Pre-requisite: EDM5001	
EDM8007 Literacies Learning in Diverse Contexts [£]					1	1,2,3	Pre-requisite: EDM5010	Semester 1 Online offer is not available in 2023.
EDM8004 Teacher Identity [£]					1	1,3	Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	
EDM8005 Mathematics Curriculum & Pedagogical Studies 2					2	1,2	Pre-requisite: EDM5001 and EDM5005	
EDM8008 Inquiring through the Humanities					2	1,2	Pre-requisite: EDM5001	
EDM8014 English Literacy and Special Educational Needs					2	1,2	Enrolment is not permitted in EDM8014 if EDM8002 has been previously completed.	
EDM8100 Evidence of Learning in Teaching			2	1,2			Pre-requisite: EDM5001 and (EDM5016 or EDM8000)	25 days Professional Experience (GTPA)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Recommended enrolment pattern - Semester 2 entry

For a student to be eligible to graduate in 1.5 years, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5002 Diversity in Educational Contexts					1	1,2	Pre-requisite: Students must be enrolled in one of the fol	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
							lowing Programs: MPLT or MSLT	
EDM5003 Science Curriculum & Pedagogical Studies [£]					1	2,3		
EDM5007 Cultivating Supportive Learning Environments					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy			1	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	15 days Professional Experience
EDM5005 Mathematics Curriculum & Pedagogical Studies 1 [£]					1	2,3		
EDM5010 Literacy Learning in the Early Years [£]					1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: GDCH or MELT or MPLT	
EDM5100 HPE and Wellbeing Curriculum and Pedagogical Studies 1 [£]					1	1,3	Pre-requisite: Students must be enrolled in one of the following Programs: MELT or MPLT	
EDM5001 Understanding Learners and Learning [£]			1	1,2,3			Pre-requisite: EDM5000 or EDM5014	20 days Professional Experience. Semester 1 External offer is not available in 2023.
EDM8000 Assessment for Learning [£]					2	1,3	Pre-requisite: EDM5000	
EDM8005 Mathematics Curriculum & Pedagogical Studies 2					2	1,2	Pre-requisite: EDM5001 and EDM5005	
EDM8008 Inquiring through the Humanities					2	1,2	Pre-requisite: EDM5001	
EDM8004 Teacher Identity [£]			2	1	2	1,2,3	Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	
EDM8006 Curriculum and Pedagogical Studies 2: Arts & Technologies [£]					2	1,2,3	Pre-requisite: EDM5001	Semester 1 Online offer is not available in 2023.
EDM8007 Literacies Learning in Diverse Contexts [£]					2	1,2,3	Pre-requisite: EDM5010	Semester 1 Online offer is not available in 2023.
EDM8014 English Literacy and Special Educational Needs					2	1,2	Enrolment is not permitted in EDM8014 if EDM8002 has been previously completed.	
EDM8100 Evidence of Learning in Teaching			2	1,2			Pre-requisite: EDM5001 and (EDM5016 or EDM8000)	25 days Professional Experience (GTPA)

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year.
Master of Learning and Teaching (Primary) (MPLT) - MLrnTchPrim (2023)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Master of Learning and Teaching (Secondary) (MSLT) - MLrnTchSec

	External
Start:	Semester 1 (February) Semester 2 (July) Semester 3 (November)
Fees:	Commonwealth supported place Domestic full fee paying place
Standard duration:	1.5 years full-time in an accelerated program taught in four semesters which is equivalent to 2 years of study, up to 4 years part-time

Notes:

In 2023 the program follows the Semester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Semester calendar.

The Australian Federal Government has mandated that all students of initial teacher education programs demonstrate they have been assessed as being in the top 30% of the adult population for personal literacy and numeracy. The [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) is administered and managed by the [Australian Council for Educational Research \(ACER\)](#). While this is not a requirement for admission, all students will need to organise and demonstrate a pass result in all components of the LANTITE prior to the final supervised Professional Experience and to graduate from this program.

On successful completion of the Master of Learning and Teaching, students may be eligible for entry into the ; [Doctor of Philosophy](#), provided necessary entry requirements are met.

Contact us

Future Australian and New Zealand students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: usq.support@usq.edu.au

Professional accreditation

This program is accredited by the [Queensland College of Teachers \(QCT\)](#) and meets the expectations and requirements of the [Australian Institute for Teaching and School Leadership \(AITSL\)](#).

Program aims

This postgraduate preservice teacher education program is offered in an accelerated pattern to enable the completion of four semesters of study in one and a half years, which is equivalent to a two year program. The program prepares beginning teachers for employment in secondary school (Year 7 to Year 12) settings in two teaching areas that are relevant to the Australian curriculum. It is designed for graduates with a Bachelor degree in a field other than education to be eligible to apply for registration to teach in secondary school contexts. Following completion of this program, graduates will be equipped with the teaching methods, knowledge and confidence to work, inspire and educate adolescents in subjects that are taught in secondary schools, which is guided by, but not limited to, two teaching areas.

Program objectives

The program objectives align with the seven [AITSL Professional Standards for Teachers \(Graduate Level\)](#). On successful completion of the program, graduates will be able to demonstrate that they:

- know adolescent students and how they learn
- know the content and how to teach subjects that are taught in secondary schools, which are guided by, but not limited to, two teaching areas

- plan for and implement effective teaching and learning pedagogies suitable for both junior and senior secondary students
- create and maintain supportive and safe learning environments for secondary students
- assess according to [Queensland Curriculum and Assessment Authority \(QCAA\)](#) and [Australian Curriculum Assessment and Reporting Authority \(ACARA\)](#) requirements, provide feedback and report on secondary student learning
- engage in professional learning to improve practice, and learning outcomes, for secondary school learners
- engage professionally with colleagues, parents/carers and the community, meeting their ethical and legal responsibilities.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

Academic entry criteria

- Completion of a three-year Bachelor degree or equivalent (AQF Level 7), in a discipline other than education, with a minimum Grade Point Average of 4.0 out of 7.0, from a recognised tertiary institution.
- Students are accepted into the secondary program based on their discipline studies from their academic transcript and qualifications, for example in relation to vocational education areas. For secondary teaching in two teaching areas, applicants must have studied six units that are relevant to a major teaching area and at least another four units that are relevant to a contrasting subject area or a different discipline area. The secondary discipline studies requirements can be met through further study that is completed from different courses at bachelor degree level or higher.
- English language requirements apply to applicants whose previous Bachelor-level study was completed in a country other than Australia, Canada, New Zealand, Republic of Ireland, United Kingdom or the United States of America or undertaken in a language other than English. Applicants from a non-English speaking background must attain an IELTS score of at least 7.5 with a minimum of 8.0 in speaking and listening and 7.0 in all other subtests. The minimum English language requirements for these applicants to enter this program are for teacher registration in Australia, as applicable for [Category 5 English language requirements](#).

Non-academic entry criteria

- Completion of the non-academic entry requirements to demonstrate the applicant's motivation to teach and suitability for the teaching profession. Details are available from the [QTAC initial teacher education](#) webpage.
- If an applicant has achieved a 'satisfactory' result for one or more components of the [Literacy and Numeracy Test for Initial Teacher Education \(LANTITE\)](#) at another institution, the 'satisfactory' result can be carried across with this admission application.
- Students must be available for a prescribed period of time to undertake the majority of the supervised Professional Experience placements in an Australian school setting, or at another approved site as required by the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current

Positive Exemption Card ([Blue Card or Exemption Card](#)). Students in other Australian states or in overseas contexts need to ensure they have complied with the equivalent requirements and have registered the details with the [UniSQ Education Placement Office](#).

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of a students' higher education and students pay a [student contribution amount](#), which varies depending on the courses undertaken. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

Program structure

This program is comprised of 16 courses (refer to the [Recommended Enrolment Patterns](#) for either Semester 1 or Semester 2 entry) which consists of four secondary education studies courses, four education studies courses, four professional learning and placement courses and four discipline-specific curriculum and pedagogical studies courses, with two courses for both teaching areas. Students will complete 14 required courses, one undergraduate curriculum and pedagogy course from List A and one advanced curriculum and pedagogy course from List B. There is a research focus in eight courses, as required by the [Australian Qualifications Framework \(AQF\)](#), for students to achieve AQF Level 9 upon completion of the program.

Students intending to complete the program with four semesters of full time study in 1.5 years are advised on the importance of following the recommended enrolment pattern with a Professional Experience placement every semester. The program has three courses which have blocks of supervised Professional Experience for a total of 60 days. The [Graduate Teacher Performance Assessment \(GTPA\)](#) is a culminating summative assessment which is completed during the final supervised experience in the capstone course, [EDM8100 Evidence of Learning in Teaching](#).

Program completion requirements

To graduate from this program, students must complete a total of 16 units which are arranged as 14 required courses with 60 days supervised Professional Experience, one undergraduate course from List A and one course from List B. The List A and List B courses are nominated when the student is accepted into the program based on the student's two teaching areas. All students will need to organise and demonstrate a pass result in all components of the [LANTITE](#) prior to commencing the final supervised placement and the GTPA. [LANTITE](#) is administered and managed by [ACER](#) and is a requirement for graduation from the program.

Required time limits

This accelerated program is able to be completed by students in a full-time duration of 1.5 years in four semesters which are equivalent to two years of study. Students are able to complete the program part-time, but some courses have pre-requisites and courses are not offered every semester.

Students have a maximum of 8 years to complete this program.

Core courses

Course	Semester of offer External/Online	Notes
EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy	1, 2	
EDM5001 Understanding Learners and Learning[£]	1, 2, 3	Semester 1 External offer is not available in 2023.
EDM5002 Diversity in Educational Contexts	1, 2	
EDM5004 Curriculum and Pedagogy for Junior Secondary[£]	1, 3	
EDM5006 Signature Pedagogies[£]	1, 3	
EDM5007 Cultivating Supportive Learning Environments	1, 2	
EDM8000 Assessment for Learning[£]	1, 3	
EDM8004 Teacher Identity[£]	1, 3	
EDM8010 Curriculum and Pedagogy for Senior Secondary[£]	1, 3	
EDM8011 Multiple Pathways in Secondary Schools	1, 2	
EDM8012 Investigating TPACK	1, 2	
EDM8013 Literacy and Numeracy Across the Curriculum	1, 2	
EDM8014 English Literacy and Special Educational Needs	1, 2	
EDM8100 Evidence of Learning in Teaching	1, 2	

Footnotes

[£] In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Specialisation

Teaching areas

Students must complete the teaching areas as stated in their letter of offer at program entry. There are four discipline-specific curriculum and pedagogical studies courses, with two courses for both teaching areas. These four teaching area courses are arranged with one course focussing on the junior curriculum area, one course for the senior phase, one undergraduate level course from List A and one advanced discipline area course from List B.

For Professional Experience, students will attend placements in secondary contexts which are guided by, but not limited to, their two teaching areas. The majority of students will attend placements in two teaching areas that are offered at both junior secondary and senior phases of learning. Some students may be offered placements in one teaching area through to Year 12 with the second area in junior secondary subjects that are taught from

Year 7 – 10. Depending on the student’s expertise and prior experiences (for example, in relation to vocational education areas), a student may be offered placements based on their knowledge and experience that relates to two junior secondary and two senior phase curriculum areas.

[EDM5004 Curriculum and Pedagogy for Junior Secondary](#)[£] explores a range of issues and approaches that are relevant to a subject taught in Year 7-10. [EDM8010 Curriculum and Pedagogy for Senior Secondary](#)[£] focuses on the senior phase of learning for a teaching area up to Year 12. Students will study one course from List A as their nominated undergraduate discipline-specific teaching area course. Students will then build and extend their teaching area by taking one advanced curriculum and pedagogy course relevant to their discipline from List B.

List A - Undergraduate Discipline-specific Curriculum and Pedagogy courses

List A courses are only offered in Semester 2

List A courses	Note:
EDS4402 Secondary Mathematics Curriculum and Pedagogy	
EDS4403 Secondary Science Curriculum and Pedagogy	
EDS4404 Secondary History Curriculum and Pedagogy	
EDS4405 Secondary Business Curriculum and Pedagogy	
EDS4407 Secondary Arts Curriculum and Pedagogy	
EDS4408 Secondary Humanities Curriculum and Pedagogy	
EDS4410 Secondary English Curriculum and Pedagogy	
EDS4411 Secondary Languages Curriculum and Pedagogy	Semester 2 Online offer is not available in 2023.
EDS4412 Secondary Technologies Curriculum and Pedagogy	

Note: Students are advised of which course from List A is relevant to their teaching areas at program entry.

List B - Advanced Curriculum and Pedagogy courses

List B courses are only offered in Semester 3

List B	Focus Discipline areas
EDM8001 STEM Curriculum and Pedagogy[£]	<ul style="list-style-type: none"> • Geography • Mathematics • Biology • Chemistry • Physics • Earth & Environmental Science • Agricultural Science • Marine Science • Engineering • Psychology • Design Technologies • Digital Solutions • Design • Food & Nutrition
EDM8003 Health and Physical Education Curriculum and Pedagogy[£]	<ul style="list-style-type: none"> • Health & Physical Education
EDM8009 Humanities and the Arts Curriculum and Pedagogy[£]	<ul style="list-style-type: none"> • Drama • Film, Television & New Media • Music • Visual Art • Dance • English • Accounting • Business Studies • Economics • Modern History • Ancient History • Legal Studies • Religion and Ethics

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Note: Students nominate one course from List B relevant to their teaching areas at program entry.

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Professional experience

Professional Experience is a mandated component of this program. The program requires three full-time supervised Professional Experience blocks in a school setting, totalling 60 days.

The program is developmental, and the placements are sequenced with pre-requisites so that they must be attended in order. Professional Experience is an embedded, supervised and assessed requirement in [EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy](#) (15 days), [EDM5001 Understanding Learners and Learning[£]](#) (20 days) and in the capstone course [EDM8100 Evidence of Learning in Teaching](#) (25 days). Satisfactory completion of both components of the LANTITE is required prior to enrolling in the capstone course, [EDM8100 Evidence of Learning in Teaching](#), for the final supervised placement and the GTPA.

Students intending to complete the program in 1.5 years are advised on the importance of attending a Professional Experience placement every semester by meeting pre-requisites, complying with placement

requirements, communicating with the [UniSQ Education Placement Office](#) and by taking sufficient personal and professional responsibility to attend sites as required throughout the program.

The placements in secondary school contexts are organised by the [UniSQ Education Placement Office](#) and the calendar of placement dates are scheduled in advance. At UniSQ, Professional Experience placements are managed through the [InPlace](#) online software management system. The expectation is that students will usually attend two different sites throughout their program and return to a previous school placement site for the GTPA in their final semester of study.

The majority of the supervised placements must be attended in an Australian school setting. Students must be available for a prescribed period of time to undertake a placement in a school or other approved site as required in the program. State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, are required to possess a current Positive Exemption Card ([Blue Card or Exemption Card](#)) on enrolment. Students must hold a current valid Blue Card throughout the duration of each Professional Experience. The University is legally obliged to warn students that it is an offence for a disqualified person to submit a Blue Card application. Students in other Australian states or in overseas contexts need to ensure that they have complied with the equivalent requirements and have registered the details with the [UniSQ Education Placement Office](#). Students should keep their Blue Card on them at all times while attending a Professional Experience placement.

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

IT requirements

This program is studied through online courses and external placement courses for Professional Experience. For information technology requirements, please refer to the [UniSQ minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Students must also hold a valid [Blue Card](#) within Queensland or hold a valid [Working with Children Check](#) as well as having completed any further training/certificates relevant to the state in which they are completing their [Professional Experience](#).

Satisfactory completion of both components of the [LANTITE](#) will be required prior to commencing the final supervised placement and for graduation from this program.

There is no fee for a student Blue Card, but the program has additional costs associated with [LANTITE](#) and Professional Experience. Every effort is made to place students within a reasonable distance of their home; however students are also encouraged to consider a rural, regional or remote placement. There may be costs associated with travel, accommodation, meal expenses, incidentals and the possible loss of income from other paid employment.

All students are expected to commit themselves to the highest standards of personal and professional behaviour as defined by the [Queensland College of Teachers 'Code of Ethics'](#).

Articulation

On successful completion of the Master of Learning and Teaching, graduates may be eligible for entry into the [Doctor of Philosophy](#), provided necessary entry requirements are met. Graduates may also choose to undertake a Graduate Certificate to further specialise their teaching practice.

Related programs

The Master of Learning and Teaching is a suite of three distinct programs to prepare teachers for different sectors of schooling. The [Master of Learning and Teaching \(Early Years\)](#) prepares graduates in the area of early years education, which ranges from birth to eight years of age. The [Master of Learning and Teaching \(Primary\)](#) prepares graduates for the primary years of schooling from Foundation to Year 6. The Master of

Learning and Teaching (Secondary) prepares graduates for secondary schooling, which is guided by, but not limited to, two teaching areas.

Exit points

A student who chooses not to complete or who does not maintain good standing in this program will be permitted to exit with a lesser qualification as set out below, provided that they have met the requirements of that program. This means:

- a student who successfully completes four postgraduate courses in the Master of Learning and Teaching may apply to exit with the [Graduate Certificate of Education](#) as an alternative education qualification. However, this qualification is not approved for teacher registration.
- a student who successfully completes eight postgraduate courses in the Master of Learning and Teaching may apply to exit with the [GDEDorGDEF Graduate Diploma of Education \(Commonwealth Supported Place \(CSP\)\)](#) or [Graduate Diploma of Education \(Full Fee Paying \(FFP\)\)](#) as an alternative education qualification. However, this qualification is not approved for teacher registration.

Credit

Candidates eligible for admission into this program may be eligible for up to eight units of credit on the basis of successful completion of relevant, equivalent postgraduate level study completed at a recognised university or institution.

Credit approved in this program will not automatically apply to other specialisations or UniSQ programs. Claims for credit should be submitted prior to or at the time of enrolment. Each claim will be assessed on individual merit in line with the [Credit and Exemptions Procedure](#).

For instructions on applying for credit, please view information on [Recognition of prior learning](#).

Recommended enrolment pattern - Semester 1 entry

For a student to be eligible to graduate in 1.5 years, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5004 Curriculum and Pedagogy for Junior Secondary [£]					1	1,3		
EDM5006 Signature Pedagogies [£]					1	1,3		
EDM5007 Cultivating Supportive Learning Environments					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy			1	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	15 days Professional Experience
EDM5002 Diversity in Educational Contexts					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	
EDM8013 Literacy and Numeracy Across the Curriculum					1	1,2	Pre-requisite: EDM5000	

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
List A Teaching Area Specific Curriculum and Pedagogy Course					1	2		
EDM5001 Understanding Learners and Learning [£]			1	1,2,3			Pre-requisite: EDM5000 or EDM5014	20 days Professional Experience. Semester 1 External offer is not available in 2023.
EDM8000 Assessment for Learning [£]					1	1,3	Pre-requisite: EDM5000	
EDM8010 Curriculum and Pedagogy for Senior Secondary [£]					1	1,3	Pre-requisite: EDM5001	
List B Teaching Area Specific Curriculum and Pedagogy Course					1	3		
EDM8004 Teacher Identity [£]					1	1,3	Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	
EDM8011 Multiple Pathways in Secondary Schools					2	1,2	Pre-requisite: EDM5001	
EDM8012 Investigating TPACK					2	1,2	Pre-requisite: EDM5001	
EDM8014 English Literacy and Special Educational Needs					2	1,2	Enrolment is not permitted in EDM8014 if EDM8002 has been previously completed.	
EDM8100 Evidence of Learning in Teaching			2	1,2			Pre-requisite: EDM5001 and (EDM5016 or EDM8000)	25 days Professional Experience (GTPA)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Recommended enrolment pattern - Semester 2 entry

For a student to be eligible to graduate in 1.5 years, they must successfully complete these set courses in this strict pattern:

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5002 Diversity in Educational Contexts					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	
EDM5007 Cultivating Supportive Learning Environments					1	1,2	Pre-requisite: Students must be enrolled in one of the following Programs: GCCH or GDCH or MELT or MPLT or MSLT Enrolment is not permitted in EDM5007 if EDC2100 or ESB2100 has been previously completed	
List A Teaching Area Specific Curriculum and Pedagogy Course					1	2		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
EDM5000 Planning for Learning: Introduction to Curriculum and Pedagogy			1	1,2			Pre-requisite: Students must be enrolled in one of the following Programs: MPLT or MSLT	15 days Professional Experience
EDM5004 Curriculum and Pedagogy for Junior Secondary [£]					1	1,3		
EDM5006 Signature Pedagogies [£]					1	1,3		
List B Teaching Area Specific Curriculum and Pedagogy Course					1	3		
EDM5001 Understanding Learners and Learning [£]			1	1,2,3			Pre-requisite: EDM5000 or EDM5014	20 days Professional Experience. Semester 1 External offer is not available in 2023.
EDM8000 Assessment for Learning [£]					2	1,3	Pre-requisite: EDM5000	
EDM8010 Curriculum and Pedagogy for Senior Secondary [£]					2	1,3	Pre-requisite: EDM5001	
EDM8013 Literacy and Numeracy Across the Curriculum					2	1,2	Pre-requisite: EDM5000	
EDM8004 Teacher Identity [£]			2	1	2	1,2,3	Pre-requisite: EDM5000 and EDM5001 and Students must be enrolled in one of the following Programs: MOLT or MPLT or MSLT	
EDM8011 Multiple Pathways in Secondary Schools					2	1,2	Pre-requisite: EDM5001	
EDM8012 Investigating TPACK					2	1,2	Pre-requisite: EDM5001	
EDM8014 English Literacy and Special Educational Needs					2	1,2	Enrolment is not permitted in EDM8014 if EDM8002 has been previously completed.	
EDM8100 Evidence of Learning in Teaching			2	1,2			Pre-requisite: EDM5001 and (EDM5016 or EDM8000)	25 days Professional Experience (GTPA)

Footnotes

£ In Semester 3, 2023 this course will be delivered as a Transition (9 week) semester, commencing on 13 November 2023 and concluding on 12 January 2024

Research programs

Master of Professional Studies (Research) (MPSR) - MProfStud

CRICOS code (International applicants): 096798G

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area please [contact us](#) directly.

	On-campus	Online
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme
Standard duration:	1.5 years full-time, with the expectation that the degree will be completed in no more than 3 years part-time	
Program articulation:	From: Graduate Certificate of Professional Studies To: Doctor of Professional Studies ; Doctor of Philosophy	

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

On successful completion of the program students should be able to:

- apply analytical, critical and creative thinking to professional practice and profession-based applications;
- coherently integrate, examine and apply a complex, contemporary body of knowledge across relevant disciplines to address capacity building, professional practice and promote innovation;
- assess and manage complex ethical concerns in professional studies research and related professional practice;
- develop a professional studies research project plan and outcomes that integrate contemporary theory and professional practice, while illustrating advance knowledge of research principles and methods applicable to the field of work and learning skills;
- coherently evaluate, analyse and report the results of the implemented research project that contributes to professional practice and scholarship.

Program aims

The aim of this program is to provide experienced professionals with the opportunities to demonstrate, autonomously and creatively the application of knowledge and skills in research, their professional practice

and further learning. Creativity and initiative are encouraged in engaging issues that are relevant and meaningful to their professional practice and workplace challenges, helping to build the capacity and resilience of the student's organisations/communities and contribute to their self-directed learning and career development.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Completion of an Australian university Bachelor degree or equivalent, and
- A minimum of five years' work experience in the chosen field of professional practice.
- English Language Proficiency requirements for Category 3.

Admission to the Master of Professional Studies (Research) is by completed online application and interview. Anyone wishing to gain entry to the program on the basis of equivalent qualifications and/or experience should contact the University for consideration for admission on this basis.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Research Training Program (RTP) - Fees Offset scheme

All Australian citizens, Australian permanent residents and New Zealand citizens commencing a Higher Degree by Research (HDR) program will have their tuition fees paid by the Australian Commonwealth Government under the Research Training Program (RTP) Fees Offset scheme. The RTP Fees Offset scheme covers program fees for an HDR student up to a maximum period of four years for full-time study or up to

eight years part-time study for a Doctoral program, and up to a maximum period of two years for full-time or four years part-time for a Masters by Research program.

As part of the enrolment process, students are required to submit proof of citizenship or permanent residency status and transcripts of all previous academic study. This documentation enables the University of Southern Queensland to determine eligibility for an RTP Fees Offset place.

If a student's RTP Fees Offset entitlement expires before completion of the program, the student will be required to pay full tuition fees.

Students eligible for an RTP Fees Offset place are those who:

- have not used RTP Fees Offset funding in the previous three years; or
- have already used RTP Fees Offset funding and have successfully completed an HDR program. Once a student completes an HDR program, full entitlements of RTP Fees Offset are restored.

The Australian Commonwealth Government's contribution to program fees must be acknowledged on all published material relating to a research project via a statement identifying the support received through the RTP Fees Offset scheme.

Program structure

The Master of Professional Studies (Research) is a 12-unit program. The core courses are made up of i) a foundational course, ii) recurring enrolment research project courses and a iii) publishable paper course.

Students must successfully complete the following courses:

Course	Semester of offer Online	Semester of offer Toowoomba campus
WRP9012 (2 units) [^]	1, 2	1, 2
WRP9013 Professional Studies Research Project 2 (2 units) [*]	1, 2, 3	1, 2
WRP9014 Professional Studies Research Project 4 (4 units) [*]	1, 2, 3	1, 2
WRP9020 Professional Studies Publishable Paper A (2 units) [#]	1, 2	1, 2

Footnotes

[^] Students enrol in WRP9012 in their first semester where they will develop their research proposal.

^{*} Students will be required to re-enrol in [WRP9013 Professional Studies Research Project 2](#) and/or [WRP9014 Professional Studies Research Project 4](#), or a combination thereof depending on whether they are part-time or full-time students to satisfy the normal program requirements totalling 12 units. See recommended enrolment patterns below.

[#] [WRP9020 Professional Studies Publishable Paper A](#) is ordinarily completed in the last semester of study, after completion of the professional studies research project and is assessed by double-blind peer review. Students wishing to complete a thesis by publication are required to take the [WRP9020 Professional Studies Publishable Paper A](#) course after confirmation of candidature at the start of the implementation of their approved research.

Program completion requirements

To graduate from the Master of Professional Studies (Research), a candidate must complete a minimum of twelve course units comprising no less than the completion of the core course WRP9012. Students are required to compile a final master's dissertation (minimum of 15,000 words including artefacts developed in the WRP9012 course and generated from the work-based project) or equivalent body of work for final examination by independent examiners. Students electing to complete a further work-based project, [WRP9013 Professional Studies Research Project 2](#), are required to compile a final master's dissertation (minimum 25,000 words including relevant artefacts developed in the WRP9012 course and generated from the work-based projects) or equivalent body of work for final examination by independent examiners.

Required time limits

Students have a maximum of 3 years to complete this program.

IT requirements

Computer literacy is now expected as part of professional life, and as an integral element in the studying and learning process. Many courses make use of the Internet through online discussion groups and course web pages. Students must have reliable and ready access to e-mail and the internet. Broadband access would be a significant advantage.

Please refer to [computer requirements](#)

Twenty-four hour computer access is available at UniSQ.

Exit points

The exit point for students who do not complete the requirements of the Master of Professional Studies (Research) is the [Graduate Certificate of Professional Studies](#). Students will be eligible for this award if, whilst enrolled in the Master of Professional Studies (Research) they have enrolled and successfully completed at least 4 units at UniSQ.

A student enrolled in the Master of Professional Studies (Research) who wishes to exit without completing the program may, on the basis of outstanding performance, seek to transfer to the [Doctor of Professional Studies](#) program. To be eligible students will have:

- Completed at least 8 units
- completion of Confirmation of Candidature as applicable to the [Doctor of Professional Studies](#) program and as per the process applicable to UniSQ Higher Degree Research (HDR) students (see [Working towards your confirmation of candidature](#))

A transfer will involve an extension of the scope of the existing approved Master of Professional Studies (Research) project. As a result, a recommendation may be made to the University with respect to articulation to the [Doctor of Professional Studies](#) program with credit being given for the 8 units successfully undertaken within the Master of Professional Studies (Research).

Credit

Credit will not normally be granted for the WRP9012 and [WRP9020 Professional Studies Publishable Paper A](#) courses. Claims for credit from previous study should be submitted prior to or at the time of enrolment in a program. Each claim will be assessed on individual merit in line with UniSQ policy. Credit approved in this program will not automatically apply to other programs offered by UniSQ.

A maximum of six units of credit exemption can be given based on an assessment of advanced standing or other qualifying previous study. The balance of units required to complete the Master of Professional Studies (Research) (12 units) must include the compulsory completion of WRP9012, [WRP9013 Professional Studies Research Project 2](#) and [WRP9020 Professional Studies Publishable Paper A](#) courses.

Recommended enrolment pattern

Students may be admitted to the program at the beginning of Semester 1 or Semester 2.

Students should undertake the course WRP9012 at the commencement of their program and prior to their enrolment in the course [WRP9013 Professional Studies Research Project 2](#) unless agreed otherwise with their supervisor.

Recommended enrolment pattern (part-time study)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
WRP9012					1	1, 2		two units
WRP9013 Professional Studies Research Project 2 [*]					1	1, 2, 3		two units
WRP9013 Professional Studies Research Project 2 [*]					2	1, 2 or 3		two units
WRP9013 Professional Studies Research Project 2 [*]					2	1, 2 or 3		two units
WRP9013 Professional Studies Research Project 2 [*]					3	1, 2 or 3		two units
WRP9020 Professional Studies Publishable Paper A [^]					3	1, 2		two units

Footnotes

- ^{*} Students are required to re-enrol into [WRP9013 Professional Studies Research Project 2](#) thus accumulating units of professional studies research project toward the completion of their project thesis or equivalent body of work.
- [^] Students who are undertaking a thesis by publication undertake [WRP9020 Professional Studies Publishable Paper A](#) after the completion of WRP9012 as per their proposal and in consultation with their supervisor.

Recommended enrolment pattern (full-time study)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
WRP9012 [*]					1	1 or 2		two units
WRP9013 Professional Studies Research Project 2 [*]					1	1, 2 or 3		two units
WRP9014 Professional Studies Research Project 4 [^]					1 or 2	1, 2, or 3		four units
WRP9013 Professional Studies Research Project 2 [^]					1 or 2	1, 2, or 3		two units
WRP9020 Professional Studies Publishable Paper A [#]					1, 2 or 3	1, 2		two units

Footnotes

- ^{*} Full time students are required to enrol in WRP9012 and [WRP9013 Professional Studies Research Project 2](#) in their first semester of study.
- [^] Students are required to re-enrol into [WRP9014 Professional Studies Research Project 4](#) and / or [WRP9013 Professional Studies Research Project 2](#) thus accumulating units of professional studies research project toward the completion of their project thesis or equivalent body of work.
- [#] Students who are undertaking a thesis by publication undertake [WRP9020 Professional Studies Publishable Paper A](#) after the completion of WRP9012 as per their proposal and in consultation with their supervisor.

Doctor of Education (DEDU) - EdD

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area please [contact us](#) directly.

	Online
Start:	No new admissions
Fees:	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme
Standard duration:	6 years part-time

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

On successful completion of the Doctor of Education program, students should be able to:

- Apply advanced research principles and practices applicable to professional educational contexts,
- Critically interpret and apply knowledge derived from published research in the context of their professional practice,
- Select and apply appropriate research methods to collect, analyse, and interpret data in the context of their professional practice,
- Critically reflect on change processes and leadership implications in educational organisations as it applies to their practice, and
- Communicate their understanding of published research and the results of their own research using methods appropriate to the context of their professional practice.

Program aims

The aim of this program is to advance the knowledge and skills of experienced professional educators to equip them for leading research-informed organisational change and to engage them in making significant and original contributions to knowledge in the context of professional practice.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 10. Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- completion of a relevant Australian university Masters degree with a GPA equivalent to at least 5.0 on the UniSQ grade scale, or a Bachelor degree with Honours (First Class or Second Class (Division A)), or equivalent qualification in education or a related field from a recognised university.
- have a documented record of normally three years full-time equivalent of teaching or other professional experience in Education or a cognate field and current or recent employment in relevant professional practice.
- English Language Proficiency requirements for Category 3.

Admission to all graduate programs is highly competitive owing to limited capacities. Meeting the minimum requirements does not guarantee admission.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Research Training Program (RTP) - Fees Offset scheme

All Australian citizens, Australian permanent residents and New Zealand citizens commencing a Higher Degree by Research (HDR) program will have their tuition fees paid by the Australian Commonwealth Government under the Research Training Program (RTP) Fees Offset scheme. The RTP Fees Offset scheme covers program fees for an HDR student up to a maximum period of four years for full-time study or up to eight years part-time study for a Doctoral program, and up to a maximum period of two years for full-time or four years part-time for a Masters by Research program.

As part of the enrolment process, students are required to submit proof of citizenship or permanent residency status and transcripts of all previous academic study. This documentation enables the University of Southern Queensland to determine eligibility for an RTP Fees Offset place.

If a student's RTP Fees Offset entitlement expires before completion of the program, the student will be required to pay full tuition fees.

Students eligible for an RTP Fees Offset place are those who:

- have not used RTP Fees Offset funding in the previous three years; or

- have already used RTP Fees Offset funding and have successfully completed an HDR program. Once a student completes an HDR program, full entitlements of RTP Fees Offset are restored.

The Australian Commonwealth Government's contribution to program fees must be acknowledged on all published material relating to a research project via a statement identifying the support received through the RTP Fees Offset scheme.

Program structure

The Doctor of Education is a 24-unit program comprising 6 units of **coursework** followed by 18 units of **research**.

The **coursework** has two components:

- (1) two 2-unit courses specific to the Doctor of Education program: EDU8601 Advanced Studies in Professional Practice and EDU8602 Advanced Studies in Specialisation, and
- (2) one 2-unit research methods courses: EDR9002 Foundations of Contemporary Education Research Methods.

Research

A UniSQ doctoral research degree will result in preparation of a submission for external examination as per UniSQ's [Higher Degree by Research Thesis Presentation Schedule](#), which specifies four types of submissions:

- (1) Standard thesis
- (2) Thesis by publication
- (3) Thesis with creative works
- (4) Thesis by Portfolio.

Candidates in the Doctor of Education program can choose to submit in any of the four types.

Thesis by Portfolio

The portfolio provides alternatives conducive to the needs of those candidates engaged in professional practice in a relevant field. The portfolio is evidence of the candidate's significant and original contribution to knowledge in the context of professional practice.

Candidates present their portfolio for examination by way of a portfolio including one or more artefacts in a range of genres.

The Thesis section:

- the Portfolio thesis is shorter than a standard thesis with a maximum of 70,000 words. The portfolio is a document that combines OR aligns relevant disciplinary literature (e.g., theoretical, empirical, professional) with an exposition of the focus of enquiry: the artefact/s
- within the portfolio thesis each artefact will be described and contextualised within a disciplinary literature, and an exposition of personal, professional, and scholarly development during the period of candidature.

The artefact(s):

- each artefact will represent the development of original and/or evaluation of existing products, practices, or systems for implementation in a professional context. Each artefact involves intellectually rigorous evidence of the application of research methods and scholarship, which may include peer feedback
- an artefact may be one or more of, or a combination of: creative works; professional development resources; curriculum and/or teaching resources; organizational documentation such as policies and procedures; innovative models or systems of practice. These are examples only and other ideas should be discussed with supervisors
- a text-based artefact (e.g., creative work of fiction, poetry, professional development resource, policy) must be substantively different from the portfolio thesis in which it is the focus of scholarly enquiry. The text of the artefact is not included in the word-count of the portfolio thesis.

The research activities and workload required to produce the portfolio thesis and artefacts will be equivalent to that of the standard thesis, thesis by publication or thesis with creative works.

Program completion requirements

The award of the Doctor of Education requires the successful completion of:

- all required coursework (6 units), and
- external examination of a research portfolio representing work completed in the balance of the program.

Required time limits

Candidates will normally complete the program within six years of part-time study and have a maximum of eight years (part-time) to complete this program.

Major studies

Candidates for the Doctor of Education may undertake research in a variety of specialised topics subject to the availability of research supervision. Supervision is typically available for topics related to specialisations offered in the Master of Education. For further information about supervision see the [Find a UniSQ Expert page](#).

IT requirements

Students must have reliable and ready access to e-mail and the Internet. Broadband would be a significant advantage. See [minimum computing standards](#) for more information.

Exit points

Students who complete the coursework component of the Doctor of Education program and who are not able to complete the research component of the program will be able to transfer 4 units of credit to the postgraduate studies at the University of Southern Queensland and, subject to meeting relevant requirements, exit with a Graduate Certificate of Education.

Credit

Credit may be granted on the basis of completed equivalent postgraduate study from a recognised university. In order for credit to be granted, the claim must meet the following specific requirements:

- the course was passed within five years prior to the application (courses up to 10 years old may be considered if evidence is provided that the applicant has been employed in that field)
- the course passed is sufficiently equivalent in objectives, content and weightings to a course prescribed in the Master of Education, or alternatively, the course is suitable as an elective
- the maximum credit granted is no greater than six courses for the Master of Education or equivalent
- credit approved in this program will not automatically apply to other programs offered by the UniSQ.

Claims for credit should be submitted prior to or at the time of enrolment in a course. Each claim will be assessed on individual merit in line with UniSQ policy. Credit approved in this program will not automatically apply to other programs offered by UniSQ. Please contact the Faculty of Business, Education, Law and Arts for further information.

Enrolment

Students enrol in the Doctor of Education on a part-time basis.

Recommended enrolment pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Doctor of Education Core Courses								
EDU8601						1,2		2 units
EDU8602						1,2		2 units
Research Methods Courses								
EDR9002						1,2		2 units
Portfolio Courses – Students must also complete EDR8900 and 16 units of Doctoral research units selected from EDR9000 and EDR9001 *								
EDR8900 Doctoral Proposal Plan						1,2	Pre-requisite: EDU8602 and EDR9002 and Students must be enrolled in the following Program: DEDU	2 units
EDR9000 Doctor of Education Thesis A						1,2	Pre-requisite: EDR9002 and EDR8900 and Students must be enrolled in the following Program: DEDU	2 units
EDR9001 Doctor of Education Thesis B						1,2	Pre-requisite: EDR9002 and EDR8900 and Students must be enrolled in the following Program: DEDU	4 units

Footnotes

- * Students will be required to reenrol in the two thesis courses ([EDR9000](#) and [EDR9001](#)) multiple times to satisfy the normal program requirement of 16 units of thesis.

Doctor of Professional Studies (DPRS) - DProfSt

CRICOS code (International applicants): 0100909

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area please [contact us](#) directly.

	On-campus	Online
Start:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme
Standard duration:	3 years full-time, with the expectation that the degree will be completed in no more than 8 years part-time	
Program articulation:	From: Master of Professional Studies (Research)	

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program objectives

On successful completion of the program, students should be able to:

- Identify work place issues, possible solutions and change initiatives
- demonstrate working at the leading edge of practice underpinned by theoretical understanding
- develop cognitive skills that demonstrates intellectual independence and a high level of critical thinking in generating original knowledge
- contribute to the advancement of knowledge relating to professional practice and leadership in their chosen profession
- apply knowledge and skills at a doctoral level acquired through research training embedded in the program to plan and execute original research
- integrate empirical, methodological and theoretical knowledge that engages current work-based issues and contributes to their practice as a professional
- demonstrate the capacity to add value to, and to help to sustain, contemporary learning communities in their profession
- demonstrate awareness of ethical dilemmas and conflicting values which may arise in professional practice and work situations
- take into account complex, unpredictable, specialised work contexts requiring innovative approaches, which involve exploring current limits of knowledge and, in particular, interdisciplinary approaches and understanding

- develop and extend a commitment to lifelong education and to fulfilling their own lives, organisational aims and those of others
- demonstrate communication skills to explain and present a complex investigation of originality for external examination against international standards for dissemination amongst peers and the community both nationally and internationally.

Program aims

The aim of this program is to provide experienced professionals with doctoral level research opportunities (and some coursework as required) that will engage issues and develop original knowledge that is relevant and meaningful to their professional capabilities, helps to build capacity in their practice environments / communities and helps to contribute to their self-awareness and intellectual independence.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 10. Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Completion of an Australian university Bachelor degree with honours or a Master's degree or equivalent, and
- A minimum of five years' work experience in the chosen field of professional practice
- English Language Proficiency requirements for Category 3.

Admission is by written application and interview.

Anyone wishing to gain entry to the program on the basis of equivalent qualifications and/or experience should contact the University for consideration for admission on this basis.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Research Training Program (RTP) - Fees Offset scheme

All Australian citizens, Australian permanent residents and New Zealand citizens commencing a Higher Degree by Research (HDR) program will have their tuition fees paid by the Australian Commonwealth Government under the Research Training Program (RTP) Fees Offset scheme. The RTP Fees Offset scheme covers program fees for an HDR student up to a maximum period of four years for full-time study or up to eight years part-time study for a Doctoral program, and up to a maximum period of two years for full-time or four years part-time for a Masters by Research program.

As part of the enrolment process, students are required to submit proof of citizenship or permanent residency status and transcripts of all previous academic study. This documentation enables the University of Southern Queensland to determine eligibility for an RTP Fees Offset place.

If a student's RTP Fees Offset entitlement expires before completion of the program, the student will be required to pay full tuition fees.

Students eligible for an RTP Fees Offset place are those who:

- have not used RTP Fees Offset funding in the previous three years; or
- have already used RTP Fees Offset funding and have successfully completed an HDR program. Once a student completes an HDR program, full entitlements of RTP Fees Offset are restored.

The Australian Commonwealth Government's contribution to program fees must be acknowledged on all published material relating to a research project via a statement identifying the support received through the RTP Fees Offset scheme.

Program structure

The Doctor of Professional Studies requires the completion of 24 units. The program structure comprises three sections:

- (1) Compulsory completion of the courses WRP9000 and WRP9001 comprising 4 units if the course or its equivalent has not been completed before. These courses provides a program of structured learning that prepares students in developing their research methodology, ethical considerations, reflective practice, project principles and learning planning and culminates in a learning portfolio (or equivalent) and project proposal for assessment and confirmation of candidature.
- (2) Optional elective postgraduate coursework. Students may elect to enrol in up to four units of advanced coursework, at postgraduate level, from the Arts courses or other courses at the University of Southern Queensland. The intention of this option is to include coursework in the structured work-based research project proposal that will enhance the student's capacity to make a significant contribution to original knowledge in their professional practice. Normally students will need to receive the prior approval of the Faculty of Business, Education, Law and Arts before enrolling in the elective courses and necessary incorporation is agreed in relation to their work-based research projects.
- (3) Work-based research projects: up to 20 units [WRP9002 Work-Based Research Project](#). Students are required to complete independent supervised study in a work-based context that culminates in a dissertation (minimum 60,000 words) or equivalent body of work prepared for external examination. Students are required to enrol in [WRP9002 Work-Based Research Project](#) recurrently, subject to good progress, until the final work to be examined has been submitted.

After completion of the compulsory course WRP9000, students will be assigned an academic supervisor for the remaining study period. Students will also receive guidance and support from a team of academic consultants who are drawn from across the university and industry as aligned with the multi-disciplinary nature of each student's professional practice.

Program completion requirements

Award of a Doctor of Professional Studies requires the successful external examination of the student's dissertation of research outcomes, work based research project/s and professional learning (minimum 60,000 words).

Required time limits

Students have a maximum of 8 years and a minimum of 3 years to complete this program.

IT requirements

Computer literacy is now expected as part of professional life, and as an integral element in the studying and learning process. Students must have reliable and ready access to e-mail and the internet. Broadband access would be a significant advantage.

Please refer to [computer requirements](#)

Twenty-four hour computer access is available at UniSQ.

Exit points

Students must maintain good standing in this program. These are assessed on a per-semester basis and are required for further enrolment. Students' completion of WRP9000 and WRP9001 are required in determining the students' confirmation of candidature to continue their doctoral studies. Students who do not pass these courses exit the program without further award.

The award of [Master of Professional Studies \(Research\)](#) may be recommended by doctoral program examiners in the event of an unsuccessful examination of the [WRP9002 Work-Based Research Project](#) dissertation or equivalent work submitted for examination

The [Master of Professional Studies \(Research\)](#) may also be awarded to a student seeking to exit from the doctoral program by submitting work associated with their progress for independent examination at the requisite [Master of Professional Studies \(Research\)](#) degree level. The requirements of the Masters qualification must be fully met, with final reports completed, examined and passed.

Recommended enrolment patterns

Students may be admitted to the program at the beginning of Semester 1 or Semester 2 or Semester 3. Students enrol in the 2 unit course [WRP9002 Work-Based Research Project](#) prior to the commencement of each semester. Note: The research project is structured as a maximum of ten x 2-unit courses for accounting and administrative purposes.

Recommended enrolment pattern

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
WRP9000					1	1,2		two units
WRP9001					1	1,2		two units
WRP9002 Work-Based Research Project					2,3	1,2,3		two units
Optional - up to 4 elective courses may be taken.								
Elective course			1,2,3	1,2,3				
Elective course			1,2,3	1,2,3				
Elective course			1,2,3	1,2,3				

Consult the Handbook on the Web at <https://www.unisq.edu.au/handbook/current> for any updates that may occur during the year.
(DISCONTINUED) Doctor of Professional Studies (DPRS) - DProfSt (2023)

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (ONL)			
	Year	Sem	Year	Sem	Year	Sem		
Elective course			1,2,3	1,2,3				

Master of Research (MRES) - MRes

CRICOS code (International applicants): 108591H

	On-campus	Online
Start:	Interim Trimester 1 (February) Interim Trimester 2 (June) Interim Trimester 3 (September)	Interim Trimester 1 (February) Interim Trimester 2 (June) Interim Trimester 3 (September)
Campus:	Ipswich, Springfield, Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme
Standard duration:	2 Years Full Time; 4 Years Part Time. This reflects the length of time that the program is RTP funded for domestic students.	

Notes:

In 2023 the programs follows the Interim Trimester calendar. The [Academic Calendar and Important Dates](#) webpage will allow you to view and download a copy of the important dates for the Blocks calendar.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program aims

The Master of Research provides opportunities for motivated and highly qualified students to undertake advanced study and to produce a research-based thesis. Students will develop appropriate research skills and specialist area knowledge that will enhance their career prospects or allow them to proceed to further appropriate higher degree studies.

Program objectives

On successful completion of this program a graduate should be able to:

- identify, interpret and evaluate major issues of contemporary theory and practice in their discipline area
- comprehend and evaluate developments in a chosen discipline area and critically examine the relationships between such developments and contemporary theory
- apply a knowledge of the principles and ethics of research within their chosen discipline area
- identify research topics and undertake research using appropriate research methods and principles
- report and disseminate research outcomes.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity

of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 09. Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- (1) completion of a three-year degree at an Australian university or equivalent, with a GPA of 5.0/7.0 or above, or equivalent, in a relevant discipline
or
- (2) completed a three-year degree at an Australian university or equivalent and have a successfully completed a coursework masters, with a GPA of 5.0/7.0 or above, or equivalent score, in a relevant discipline.
plus
- (3) acceptance will be subject to the availability of, and endorsement by, a UniSQ supervisor.

In addition to the above, students in the Psychology Research Specialisation will need to have completed an <https://psychologycouncil.org.au/APAC> accredited three-year sequence undergraduate program in psychology and to be current in the area of psychology. This means students need to have commenced their studies in an APAC accredited program no earlier than 8 years previous to the year of application and have satisfied requirements for the award of the degree no more than 3 years previously. The rationale for this is to ensure students can still demonstrate a breadth/depth of knowledge, skills, and application in psychology and meet APAC competencies.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the [Course Fee Schedules](#).

Research Training Program (RTP) - Fees Offset scheme

All Australian citizens, Australian permanent residents and New Zealand citizens commencing a Higher Degree by Research (HDR) program will have their tuition fees paid by the Australian Commonwealth Government under the Research Training Program (RTP) Fees Offset scheme. The RTP Fees Offset scheme covers program fees for an HDR student up to a maximum period of four years for full-time study or up to

eight years part-time study for a Doctoral program, and up to a maximum period of two years for full-time or four years part-time for a Masters by Research program.

As part of the enrolment process, students are required to submit proof of citizenship or permanent residency status and transcripts of all previous academic study. This documentation enables the University of Southern Queensland to determine eligibility for an RTP Fees Offset place.

If a student's RTP Fees Offset entitlement expires before completion of the program, the student will be required to pay full tuition fees.

Students eligible for an RTP Fees Offset place are those who:

- have not used RTP Fees Offset funding in the previous three years; or
- have already used RTP Fees Offset funding and have successfully completed an HDR program. Once a student completes an HDR program, full entitlements of RTP Fees Offset are restored.

The Australian Commonwealth Government's contribution to program fees must be acknowledged on all published material relating to a research project via a statement identifying the support received through the RTP Fees Offset scheme.

Program structure

The Master of Research is a 16-unit research program. Students may graduate from the program at completion of 12 units, if all requirements of the program are met. There are up to four coursework units which will include two research training courses. Elective courses are normally at level 4 or above and are selected in consultation with the supervisor to reflect additional training complementary to the area of research to be undertaken. The research training courses will consist of [RES9004 Research Design and Methodologies](#) and [RES9005 Qualitative Research Techniques](#) or [STA6200 Statistics for Quantitative Researchers](#). The psychology specialisation will have a variation to this standard enrolment pattern. The remaining units will be confirmation of candidature and a research project and will be undertaken in consultation with an approved supervisor. The student will prepare a thesis based on independently conducted research. To successfully complete the thesis, students will be required to select a research topic, carry out supervised research on the chosen topic using an appropriate research method and present and defend the results. The Masters level thesis will be examined as per the Higher Degree by Research Thesis Examination Schedule.

Required time limits

Students have a maximum of 2 years (full-time) or 4 years (part-time) to complete this program with RTP funding. This reflects the length of time that the program is RTP funded for domestic students.

IT requirements

For information technology requirements please refer to the [minimum computing standards](#).

Other program requirements

Students must maintain good standing in this program. Please refer to the [Academic Standing, Progression and Exclusion Procedure](#).

Exit points

A student enrolled in the Master of Research must successfully complete the program prior to application for entry into the [Doctor of Philosophy](#) (PhD).

Doctorate Transfer

Students may enrol in an alternative pattern if they meet the requirements to articulate from the [Master of Research](#) to the [Doctor of Philosophy](#). In order to meet these requirements students must:

- Meet the entry requirements for the [Doctor of Philosophy](#) in having an Honours or Master's degree with significant research but not have this at the required level. For example, a 2B Honours degree.

Such students would be an exception within the program and would be required to present a Confirmation of Candidature to scope out doctoral program work prior to being transferred to the [Doctor of Philosophy](#) program as a confirmed candidate.

Credit

Application for exemptions/credit will be assessed on individual merit in line with the UniSQ Policy.

Recommended Enrolment Pattern

Course	Year of program and trimester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Tri	Year	Tri	Year	Tri	
All student must complete the following course.							
RES9004 Research Design and Methodologies *					1	1	Pre-requisite: Students must be enrolled in one of the following Programs: MRES or D PHD
Enrol in 1 of the following 2 courses.							
RES9515 Masters Research Project 2 (H)	1	1			1	1	Pre-requisite: Students must be enrolled in the following Program: MRES
OR							
RES9516 Masters Research Project 2 (L)	1	1			1	1	Pre-requisite: Students must be enrolled in the following Program: MRES
Discipline elective or 1 unit of Research Project	1	2					
Enrol in 1 of the following 2 courses.							
RES9005 Qualitative Research Techniques					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: MRES or D PHD
OR							
STA6200 Statistics for Quantitative Researchers **					1	2	Enrolment is not permitted in STA6200 if S TA2300 or STA1003 or STA1004 has been previously completed
Enrol in 1 of the following 2 courses.							
RES9055 Masters Research Project 1 (H)	1	2			1	2	Pre-requisite: Students must be enrolled in the following Program: MRES
OR							
RES9056 Masters Research Project 1 (L)	1	2			1	2	Pre-requisite: Students must be enrolled in the following Program: MRES
Enrol in 1 of the following 2 courses.							
RES9515 Masters Research Project 2 (H)	1	2			1	2	Pre-requisite: Students must be enrolled in the following Program: MRES
OR							
RES9516 Masters Research Project 2 (L)	1	1			1	2	Pre-requisite: Students must be enrolled in the following Program: MRES
Enrol in 1 of the following 2 courses.							
RES9517 Masters Research Project 4 (H)	2	2			2	1	Pre-requisite: Students must be enrolled in the following Program: MRES
OR							
RES9518 Masters Research Project 4 (L)	2	1			2	1	Pre-requisite: Students must be enrolled in the following Program: MRES

Course	Year of program and trimester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Tri	Year	Tri	Year	Tri	
Enrol in 1 of the following 2 courses.							
RES9517 Masters Research Project 4 (H)	2	2			2	2	Pre-requisite: Students must be enrolled in the following Program: MRES
OR							
RES9518 Masters Research Project 4 (L)	2	2			2	2	Pre-requisite: Students must be enrolled in the following Program: MRES

Footnotes

* Students should enrol in RES9004 in the first trimester of enrolment.

** If you have completed and passed STA2300 or [STA1003 Fundamental Statistics](#) you do not need to complete [STA6200 Statistics for Quantitative Researchers](#).

Psychology Research Recommended Enrolment Pattern

An APAC accredited Psychology Research specialisation will be an enrolment exception. Applicants to the Psychology Research Specialisation must have a 3 year APAC accredited undergraduate degree and suitability for entry to the program specialisation will be assessed and recommended by the Psychology Honours Program Director. The Psychology Research specialisation may be studied externally, with some courses having workshop delivery. Students enrolled on the Psychology Research specialisation must undertake the compulsory courses in order to meet APAC accreditation and therefore an enrolment variation will be necessary. The suggested enrolment pattern for these students will be as follows:

Course	Year of program and trimester in which course is normally studied						Enrolment requirements
	On-campus (ONC)		External (EXT)		Online (ONL)		
	Year	Tri	Year	Tri	Year	Tri	
PSY4020 Ethical and Professional Practice					1	1	Pre-requisite: Students must be enrolled in one of the following Programs: BSCH (Psychology major 12302) or BSHP or MSCR (Psychology Research)
PSY4111 Advanced Research Approaches					1	1	Pre-requisite: Students must be enrolled in one of the following Programs: BSCH (12302 Psychology) or BSHP or MRES (19112 Psychology). BPSH students need to apply for manual enrolment in this course.
RES9515 Masters Research Project 2 (H)	1	1			1	1	Pre-requisite: Students must be enrolled in the following Program: MRES
PSY4070 Assessment and Interview Skills					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: BSCH (12302 Psychology) or BSHP or MRES (19112 Psychology). BPSH students need to apply for manual enrolment in this course.
PSY4040 Psychological Interventions					1	2	Pre-requisite: Students must be enrolled in one of the following Programs: BSCH (12302 Psychology) or BSHP or MRES (19112 Psychology). BPSH students need to apply for manual enrolment in this course.
RES9515 Masters Research Project 2 (H)					1	2	Pre-requisite: Students must be enrolled in the following Program: MRES
RES9517 Masters Research Project 4 (H)					2	1	Pre-requisite: Students must be enrolled in the following Program: MRES
RES9517 Masters Research Project 4 (H)					2	2	Pre-requisite: Students must be enrolled in the following Program: MRES

Doctor of Philosophy (DPHD) - PhD

CRICOS code (International applicants): 088073M

	On-campus	External
Start:	Research 1 (January) Research 2 (February) Research 3 (April) Research 4 (May) Research 5 (July) Research 6 (August) Research 7 (September) Research 8 (November)	Research 1 (January) Research 2 (February) Research 3 (April) Research 4 (May) Research 5 (July) Research 6 (August) Research 7 (September) Research 8 (November)
Campus:	Ipswich, Springfield, Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme	Domestic full fee paying place International full fee paying place Research Training Program (RTP) - Fees Offset scheme
Standard duration:	Can be studied full-time or part-time (full-time students normally complete in 3 to 4 years).	

Notes:

International students pay full fees unless allocated an UniSQ fees scholarship.

Contact us

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 269 500 Phone (from outside Australia): +61 7 4631 5315 Email: study@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Program aims

The Doctor of Philosophy (PhD) degree is awarded for research which demonstrates that the student has the capacity to conduct research and make a significant contribution to new knowledge.

Cotutelle

The University of Southern Queensland offers a Cotutelle PhD program as an alternative pathway to achieving the PhD, which enables the student to conduct research across two universities.

The Cotutelle PhD program is subject to the terms specified in the Cotutelle agreement.

Program objectives

Graduates of this program should be able to:

- (1) Investigate a substantial, complex and relevant area of research with specialised research skills that enable them to advance their discipline.
- (2) Critically evaluate relevant research literature, theoretical propositions, methodologies and findings to design and conduct original research.

- (3) Cogently present, verbally and in writing research findings which include propositions, creative works, insights and conclusions to their peers and professional community.
- (4) Independently and systematically apply specialised technical and research skills to plan and execute a research project, undertake research ethically according to the discipline standards and generate new knowledge and original insights that make a contribution to their discipline.
- (5) Apply principles of integrity, research ethics, judgement, adaptability and responsibility in ways appropriate to an expert in their discipline.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and complexity of knowledge, skills and application of knowledge and skills that a graduate who has been awarded that qualification has attained, and the typical volume of learning associated with that qualification type.

This program is at AQF Qualification Level 10. Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.

The full set of levels criteria and qualification type descriptors can be found by visiting www.aqf.edu.au.

Admission requirements

To be eligible for admission, applicants must satisfy the following requirements:

- Completion of a relevant Australian university bachelor honours degree with First Class Honours or Second Class Honours (Division A) or equivalent (with a thesis comprising at least two units),
or
- completion of an Australian university Masters degree (with a thesis comprising at least two units) or equivalent,
or
- other qualifications equivalent to First Class or 2A Honours.

English Language Proficiency requirements for Category 3.

The PhD is based on supervision by a Principal and one or more Associate Supervisors, therefore it is essential that applicants clarify their topic for research and seek an academic staff member able to provide supervision. Application forms, procedures for enrolment, and the [application process](#) can be found on the Research website. Applicants are advised to allow several months for discussion with potential supervisors and for consideration of the application prior to the commencement of the program.

Applicants for the Cotutelle PhD program are required to meet the admission requirements at both UniSQ and the partner university.

All students are required to satisfy the applicable [English language requirements](#).

If students do not meet the English language requirements they may apply to study a University-approved [English language program](#). On successful completion of the English language program, students may be admitted to an award program.

Program fees

Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the [Course Fee Schedule](#)

Domestic full fee paying students may be eligible to defer their fees through a Government loan called **FEE-HELP** provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for **FEE-Help**.

International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, external or online. Students are able to calculate the fees for a particular course via the **Course Fee Schedules**.

Research Training Program (RTP) - Fees Offset scheme

All Australian citizens, Australian permanent residents and New Zealand citizens commencing a Higher Degree by Research (HDR) program will have their tuition fees paid by the Australian Commonwealth Government under the Research Training Program (RTP) Fees Offset scheme. The RTP Fees Offset scheme covers program fees for an HDR student up to a maximum period of four years for full-time study or up to eight years part-time study for a Doctoral program, and up to a maximum period of two years for full-time or four years part-time for a Masters by Research program.

As part of the enrolment process, students are required to submit proof of citizenship or permanent residency status and transcripts of all previous academic study. This documentation enables the University of Southern Queensland to determine eligibility for an RTP Fees Offset place.

If a student's RTP Fees Offset entitlement expires before completion of the program, the student will be required to pay full tuition fees.

Students eligible for an RTP Fees Offset place are those who:

- have not used RTP Fees Offset funding in the previous three years; or
- have already used RTP Fees Offset funding and have successfully completed an HDR program. Once a student completes an HDR program, full entitlements of RTP Fees Offset are restored.

The Australian Commonwealth Government's contribution to program fees must be acknowledged on all published material relating to a research project via a statement identifying the support received through the RTP Fees Offset scheme.

Program structure

The Doctor of Philosophy is a 24-unit program. Candidates will be enrolled either part-time or full-time annually.

The award of the Doctor of Philosophy requires the successful examination of the student's thesis or research outcomes, work based research project/s and professional learning.

The Doctor of Philosophy comprises a minimum of 16 units, although students would normally complete 24 units, with the option to extend to 32 units if needed.

Students will be enrolled in either part-time or full-time courses from date of admission through to the date that they submit their thesis for examination, or alternatively be on approved leave. Failure to enrol or not be on approved leave may result in the student's enrolment being cancelled. The proposed enrolment pattern for individual students will be checked by the Associate Dean (Graduate Research School).

· The Cotutelle agreement will specify the enrolment pattern for students who elect to complete their PhD through Cotutelle pathway.

Assessment

A student is admitted to this program as a provisional candidate until successful completion of the Confirmation of Candidature process.

The Confirmation of Candidature consists of two components:

- a written document; and
- an oral presentation to a review panel leading to a recommendation on Confirmation of Candidature.

The Graduate Research School will notify students by email when the Confirmation of Candidature is due.

Student progress will be monitored by compulsory Progress Reports. Students who are deemed to be making adequate progress will be awarded an ongoing grade. Those students who fail to submit a report, or who have been deemed to be making little or no progress may be awarded a Fail grade. When the progress is not satisfactory, the student would normally be placed on conditional academic standing and performance management processes will be implemented as per the Academic Standing, Progression and Exclusion Procedure. The Graduate Research School will notify students by email when Progress Reports are due.

The final assessment in the PhD program is the submission of PhD thesis that will be examined as per the Higher Degree Research (HDR) examination schedule outlined below.

The Cotutelle agreement will specify the assessment requirements for students who elect to complete their PhD through Cotutelle pathway.

Program completion requirements

All PhD students must successfully complete appropriate courses, and complete the Confirmation of Candidature process. Finally, a PhD thesis must be submitted for examination.

All PhD students are required to submit a thesis for examination which will be examined by suitably qualified examiners as per the Higher Degree Research (HDR) examination schedule. A PhD degree will only be awarded on the basis of the student successfully completing the thesis examination process.

There is no prescribed minimum length for a doctoral thesis as this will vary with the research topic and the form of presentation, however, there is normally a maximum prescribed length of 100 000 words for doctoral theses. A PhD thesis may be presented in the form of a:

- Standard Thesis
- Thesis by Publication, or
- Thesis with Creative Works.

Examination Criteria for the Standard PhD Thesis and PhD Thesis by Publication

The thesis will be examined according to the following criteria:

- (1) The extent to which the student has demonstrated:
 - (a) Originality;
 - (b) Critical insight; and
 - (c) Capacity to carry out independent research; and
- (2) The extent of the contribution to knowledge made by the thesis and, in particular, its contribution to the understanding of the subject with which it deals; and
- (3) The suitability of the thesis for publication.

Examination Criteria for a PhD with Creative Works

The PhD with Creative Work Component examination criteria includes the student's demonstrated capacity to produce original creative work. The student's production of original creative work should be evidenced in the creative work itself together with an exegesis.

Required time limits

Students have a maximum of 4 years (Full-time) or 8 years (Part-time) to complete this program.

The Cotutelle agreement will specify the times limits for students who elect to complete their PhD through Cotutelle pathway.

IT requirements

Students should visit the UniSQ minimum computing standards to check that their computers are capable of running the appropriate software and versions of Internet web browsers and to check the minimum and recommended standards for software.

Credit

Exemptions/credit will be assessed based on the [UniSQ Credit and Exemption Procedure](#).

Recommended enrolment pattern - Full-time students

Students are able to enrol in any offered mode of a course (on-campus, external or online), regardless of the program mode of study.

Full-time candidates undertaking Low cost research will be enrolled in RES9300 Doctoral Research Project (L) Full-time (1 unit) 8 times per year.

Full-time candidates undertaking High cost research will be enrolled in RES9400 Doctoral Research Project (H) Full-time (1 unit) 8 times per year.

or

The Cotutelle agreement will specify the enrolment pattern for students who elect to complete their PhD through Cotutelle pathway.

Recommended enrolment pattern - Part-time students

Students are able to enrol in any offered mode of a course (on-campus, external or online), regardless of the program mode of study.

Part-time candidates undertaking Low cost based research will enrolled in RES9100 Doctoral Research Project (L) Part-time (0.5 unit) 8 times per year.

Part-time candidates undertaking High cost research will be enrolled in RES9200 Doctoral Research Project (H)(0.5 units) 8 times per year.

or

The Cotutelle agreement will specify the enrolment pattern for students who elect to complete their PhD through Cotutelle pathway.