Bachelor of Education (Primary) (BPED) - BEd   New

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

CRICOS code (International applicants): 0100826

	On-campus	**External**
Start:	Semester 1 (February) Semester 2 (July)	Semester 1 (February) Semester 2 (July)
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	

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 USQ'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 achiev

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 Finder.

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 Finder.

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, via distance education/online. Students are able to calculate the fees for a particular course via the Course Fee Finder.

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

- 28 core courses
- a three-course specialisation; and
- one professional development course chosen from an alternative specialisation.

OR

Bachelor of Education Primary with Special Education major

- 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. These requirements are broken down to 80 days supervised placement within various settings and 20 days unsupervised placement.

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

EDP2222 The Roles of the Teacher 2 **OR** SPE3005 Challenging Behaviour: A Functional Approach in Primary Context (for students undertaking the Special	1, 2	2	2

EDP2222 The Roles of the Teacher 2 | 1, 2 | 2 | 2

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
EPF3100 Teaching in Alternative Contexts (for students undertaking Primary only) **OR** SPE3007 Instructional Approaches in Special Education (for students undertaking the Special Education Major only)	2, 3 2, 3	2	2
EDP4130 Reflecting on Practical Teacher Knowledge	1, 2	1	1
EDX3270 English Curriculum and Pedagogy in Upper Primary	1, 2		1
EHT4100 Technologies Curriculum and Pedagogy	1, 3		1
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
SPE3003 Teaching	2		

EPS4200 Teaching Physics and Space Science	2		

Professional experience

Within the 32 units required to complete this program, there are strict requirements for professional experience. These requirements are broken down to 80 days supervised placement within various settings and 20 days unsupervised placement

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 USQ 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.
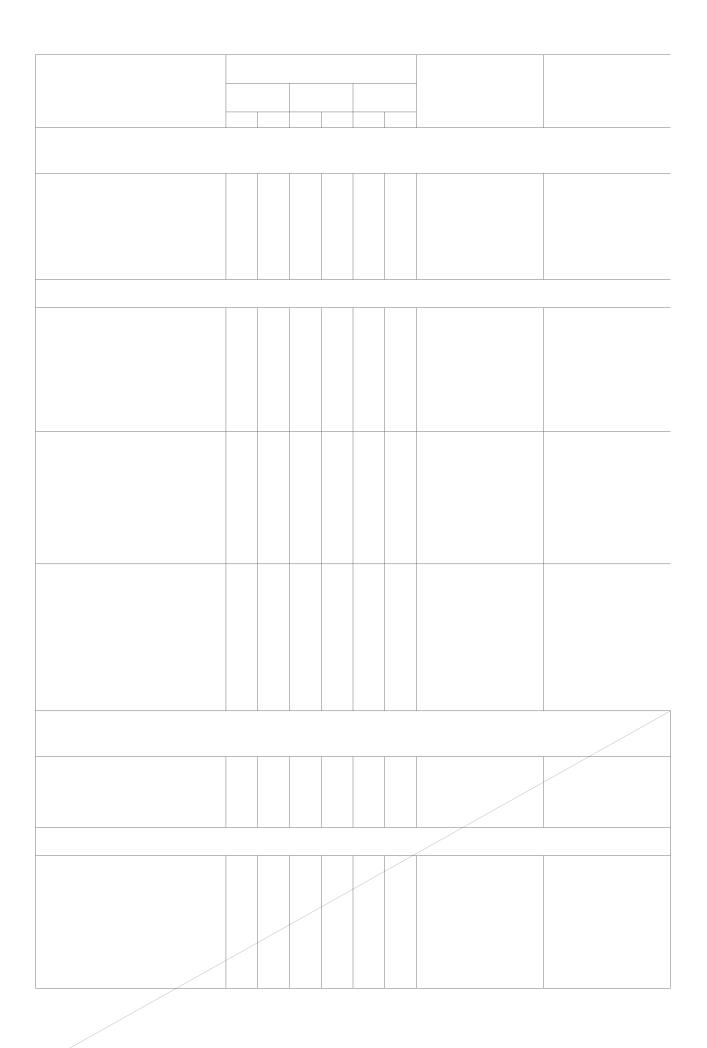
Visit our website to read more about how to apply for credit.

Recommended enrolment pattern

Students are able to enrol in any offered mode of a course (on-campus, external or online), regardless of the program mode of Cammeo2oJ36 Tm(or inst0 11nd87ore4ific4man13.21(xperience, all stude7ore4ific4mCRICOS:)Tj1 0 (
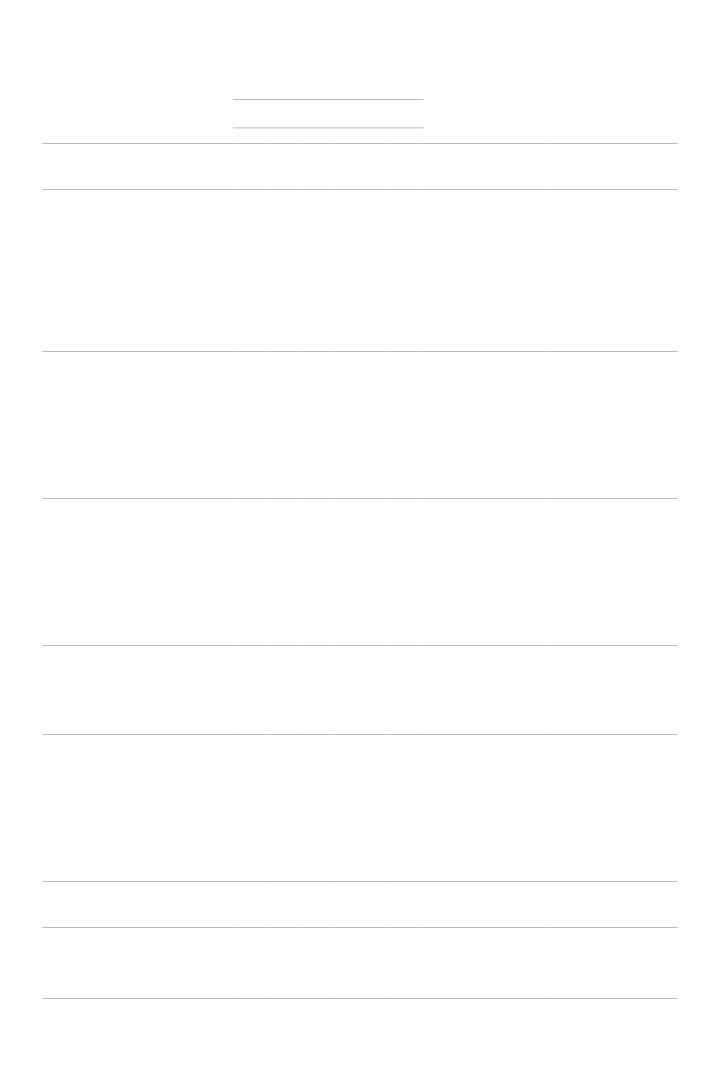
Students are strongly encouraged to follow the recommended enrolment pattern for their specialisation.

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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
	3	1			3	1,3	Pre-requisite: EDX1280 or EHM1200 and Students must	

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OR								
SPE 3006 Developmental Differences in Learning in Primary Context					3	2	Pre-requisite: EDP 2111 and (SPE 3001 or SPE 3005) and Students must be enrolled in	15 day supervised Professional Experience (for s273.727 287.683 7.683 7
SPE 3006 Developmental Differences in					3	2	Pre-requisite: EDP 2111 and	

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OR

| SPE 3003 Teaching Learners with Moderate to High Support Needs **4** | | | | | 4 | 2 | Pre-requisite: BEDU (Primary + Special Education) and BEDU (Special Education) and BPED students to complete EDC 2400 prior to enrolment. | For students undertaking the Special Education Major only |

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Select one of the following two courses (Professional Development course or Major U645.655 Tm(Ts59.594 Tml20.1