

Bachelor of Nursing (364JA.2)

Please note these are the 2025 details for this course

Domestic students

Selection rank	65
	Note: The selection rank is the minimum ATAR plus adjustment factors required for admission to the program in the previous year. This is an indicative guide only as ranks change each year depending on demand.
Delivery mode	On campus
Location	Bruce, Canberra UC Sydney Hills, Castle Hill, NSW
Duration	3.0 years
Faculty	Faculty of Health
Discipline	Discipline of Nursing
UAC code	365103
English language requirements	There are non-standard English language requirements for admission to this course that must be met by all candidates.

To be eligible candidates must demonstrate English language proficiency via one of the following:

A) English Language Assessment Test results from one of the following English proficiency tests: Overall academic IELTS score of 7.0 with no band score below 7.0, or an OET grade of B including any of the sub-tests, or TOEFL iBT with an overall score of 94 & minimum scores of 24 in Listening, 24 in Reading, 27 in Writing and 23 in Speaking, or PTE Academic score of 65 overall with no skill score below 65.

B) Primary Language Pathway having undertaken six years of primary & secondary education taught & assessed in English, including at least two years between years 7 & 12 from one of the following recognised countries: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, & the USA.

International students

Academic entry requirements	To study at UC, you'll need to meet our academic entry requirements and any admission requirements specific to your course. Please read your course admission requirements below. To find out whether you meet UC's academic entry requirements, visit our academic entry requirements page .
------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[View UC's academic entry requirements](#)

Delivery mode	On campus
----------------------	-----------

Location	Bruce, Canberra UC Sydney Hills, Castle Hill, NSW
-----------------	------------------------------------------------------

Duration	3.0 years
-----------------	-----------

Faculty	Faculty of Health
----------------	-------------------

Discipline	Discipline of Nursing
-------------------	-----------------------

CRICOS code	095076E
--------------------	---------

English language requirements	There are non-standard English language requirements for admission to this course that must be met by all candidates.
--------------------------------------	-----------------------------------------------------------------------------------------------------------------------

To be eligible candidates must demonstrate English language proficiency via one of the following:

A) English Language Assessment Test results from one of the following English proficiency tests: Overall academic IELTS score of 7.0 with no band score below 7.0, or an OET grade of B including any of the sub-tests, or TOEFL iBT with an overall score of 94 & minimum scores of 24 in Listening, 24 in Reading, 27 in Writing and 23 in Speaking, or PTE Academic score of 65 overall with no skill score below 65.

B) Primary Language Pathway having undertaken six years of primary & secondary education taught & assessed in English, including at least two years between years 7 & 12 from one of the following recognised countries: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, & the USA.

About this course

Recognised and accepted in over 160 countries

If you're passionate about helping others and considering a future in nursing, then UC's Bachelor of Nursing course offers an outstanding industry and globally respected platform from which to launch your nursing career.

This immersive and fully interactive course incorporates the latest national and international interactive teaching and online practice methods while using innovative technological and medical equipment to simulate real-life scenarios.

As part of this course, you'll also undertake multiple clinical placement opportunities and gain valuable insight and experience across a broad range of healthcare service providers.

Successful completion of this course will enable you to become a registered nurse in Australia, and upon graduation you'll have the necessary skills, experience, and qualifications to be recognised as a nursing professional all over the world.

This three-year full-time course can also be studied part-time and is fully accredited by the Nursing and Midwifery Board of Australia (NMBA) through the Australian Health Practitioner Regulation Agency (AHPRA).

Study a Bachelor of Nursing at UC and you will:

- Develop and apply nursing knowledge and skills to approach all interactions with empathy in a culturally safe, respectful manner where cultural understanding and reconciliation is valued, ensuring that all feel safe.
- Conduct nursing assessments to establish priorities and inform planning; provide skilful nursing interventions for people across the lifespan within the scope of a Registered Nurse and evaluate responses to determine effectiveness.
- Integrate sciences, appraise research and apply evidence and strength based best practice approaches to think critically and inform safe clinical decision making for quality person centred nursing care.
- Implement culturally appropriate nursing care integrating First Nations perspectives on health, connection to land and community.
- Demonstrate professional communication and therapeutic relationships that are consistent with ethical strengths-based approaches to person-centred nursing care and relevant legal frameworks that govern healthcare practice.
- Build and apply career-readiness, a clear professional identity, and the skills, knowledge and personal attributes necessary to meet the Nursing and Midwifery Board of Australia Registered Nurse Standards for practice.

Work Integrated Learning (WIL)

WIL is a vital component of this course, and in the first semester, you will have the opportunity to participate in a ten-day placement to accurately gauge the realities of a career as a registered nurse. Over the next three years, you will be required to complete a minimum of 800 hours of clinical practice across a range of local and regional healthcare settings - including areas such as community care, mental health, aged care, medical and surgical care, rehabilitation, palliative care, operating theatre, emergency department (ED) and intensive care unit (ICU).

Participating placement venues include: Canberra Hospital, North Canberra Hospital, Goulburn Base Hospital, and several additional private healthcare clinics in and around ACT, Sydney and regional New South Wales, e.g., Bega.

A core component of the UC nursing coursework takes place within the simulated environment, where students have the opportunity to develop and hone clinical skills and behaviours in spaces that look and feel like the clinical environment. UC nursing students can expect to spend hours rehearsing and practicing together utilising a myriad of simulation trainers, manikins, emerging technology (such as AI and VR), and even actors as they prepare for clinical practice.

Career opportunities

This course leads directly into becoming eligible for registration as an Australian qualified Registered Nurse. Nursing is a diverse career and a UC trained RN can comfortably look for work in the hospital sector, private health care, primary health care, rural and remote health care and military support. An Australian RN qualification is also highly respected internationally and opens the door to numerous nursing employment opportunities overseas.

Course-specific information

The Bachelor of Nursing is fully accredited by the Nursing and Midwifery Board of Australia, through the Australian Health Practitioner Regulation Agency.

Prior to undertaking any clinical experience, you must:

- provide your immunisation history.
- apply for a National Police Check.
- apply for Working with Vulnerable People registration.
- undertake a tuberculosis (TB) screening test.
- sign any required NSW Health forms..
- have qualifications in first aid/CPR.

Professional accreditation

Professionally accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC). Graduates are eligible to apply for registration with the Australian Health Practitioner Regulation Agency (AHPRA).

This three-year full-time course can also be studied part-time and is accredited by the Nursing and Midwifery Board of Australia (NMBA) <https://www.nursingmidwiferyboard.gov.au/> through the Australian Health Practitioner Regulation Agency (AHPRA) <https://www.ahpra.gov.au/>

The Nursing and Midwifery Board of Australia has developed a set of registration standards that define the requirements that applicants, registrants or students need to meet to be registered. Core standards cover criminal history, English language skills, continuing professional development, recency of practice and professional indemnity insurance arrangements. The standards can be accessed via this link: <https://www.nursingmidwiferyboard.gov.au/registration-standards.aspx>

Admission requirements

Due to high enrolment numbers in Semester 1 2025 - Bruce campus, applications for Semester 2 2025 - Bruce campus are now closed. The next available intake is Semester 1 2026.

Note: The Bachelor of Nursing has a limited application period and will only be opened twelve months prior to the commencement of each intake.

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

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

We also offer a number of entry initiatives that give you the opportunity to gain entry to the University via alternate pathway programs and admissions schemes.

More information is available on the Get into UC page: <http://www.canberra.edu.au/future-students/get-into-uc>

Additional admission requirements

Immunisations

TB Screening

National Police Check

NSW Health forms

Working With Vulnerable People

First Aid/CPR

Academic IELTS 7.0 across all bands to comply with ANMAC RN Accreditation Standards and NMBA (AHPRA) registration requirements.

Assumed knowledge

Mathematics - general (minimum - required) English (required) Biological Science (preferred) Chemistry (preferred) Psychology (recommended)

Periods course is open for new admissions

Year	Location	Teaching period	Teaching start date	Domestic	International
------	----------	-----------------	---------------------	----------	---------------

2025	Bruce, Canberra	Semester 1	03 February 2025	✓	✓
2025	UC Sydney Hills, Castle Hill, NSW	Semester 1	03 February 2025	✓	✓
2025	Bruce, Canberra	Semester 2	28 July 2025	✓	✓
2025	UC Sydney Hills, Castle Hill, NSW	Semester 2	28 July 2025	✓	✓
2026	Bruce, Canberra	Semester 1	16 February 2026	✓	✓
2026	UC Sydney Hills, Castle Hill, NSW	Semester 1	16 February 2026	✓	✓
2026	Bruce, Canberra	Semester 2	10 August 2026	✓	✓
2026	UC Sydney Hills, Castle Hill, NSW	Semester 2	10 August 2026	✓	✓
2027	Bruce, Canberra	Semester 1	15 February 2027	✓	✓
2027	UC Sydney Hills, Castle Hill, NSW	Semester 1	15 February 2027	✓	✓
2027	Bruce, Canberra	Semester 2	09 August 2027	✓	✓
2027	UC Sydney Hills, Castle Hill, NSW	Semester 2	09 August 2027	✓	✓

Credit arrangements

A credit transfer arrangement is available for this course for the following institutions:

Any Australian Higher Education Provider

[Diploma in Nursing \(30722\)](#)

Canberra Institute Of Technology

[Diploma in Nursing \(30778\)](#)

Course requirements

Bachelor of Nursing (364JA) | 72 credit points

Required - 60 credit points as follows

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

Health Across the Lifespan: Child and Family Health (10196) | 3 credit points – Level 2

Health Across the Lifespan: Mental Health (10197) | 3 credit points – Level 2

Health Across the Lifespan: Chronic and Complex Care (10199) | 3 credit points – Level 2

Concepts in Pathophysiology (10201) | 3 credit points – Level 2

Integrating Nursing Concepts 1 (10203) | 3 credit points – Level 1

Integrating Nursing Concepts 3 (10205) | 3 credit points – Level 2

Integrating Nursing Concepts 4 (10206) | 3 credit points – Level 2

Foundations of Anatomy and Physiology (10298) | 3 credit points – Level 1

Person-Centred Practice in Nursing (11835) | 3 credit points – Level 1

Integrating Pathophysiology (11848) | 3 credit points – Level 2

Diversity, Inclusion and Healthcare (11849) | 3 credit points – Level 2

Mental Health Care in Practice (11850) | 3 credit points – Level 3

Research and Technology for Healthcare Practice (11851) | 3 credit points – Level 1

Aboriginal and Torres Strait Islander People's Health Contexts (11852) | 3 credit points – Level 2

Integrating Nursing Concepts 6 (Capstone) (11853) | 3 credit points – Level 3

Quality, Safety and Leadership in Healthcare (11854) | 3 credit points – Level 3

Health Across the Lifespan: Dimensions of Ageing (11855) | 3 credit points – Level 2

Professional Orientation (Nursing) (11856) | 3 credit points – Level 1

Health Across the Lifespan: High Acuity Care Needs (11857) | 3 credit points – Level 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858) | 3 credit points – Level 1

Restricted Choice - 12 credit points as follows

Part C - Must pass 3 credit points from the following

Ethics and Law for Health Professionals (7951) | 3 credit points – Level 3

Ethics and Law for Health Professionals (11961) | 3 credit points – Level 2

- From 2023, unit 11961 Ethics and Law for Health Professionals replaced 7951 Ethics and Law for Health Professionals

Part D - Must pass 3 credit points from the following

Concepts in Pharmacology (10202) | 3 credit points – Level 2

Concepts in Pharmacology (11964) | 3 credit points – Level 1

- From 2023, unit 11964 Concepts in Pharmacology replaced 10202 Concepts in Pharmacology

Part A - Must pass 3 credit points from the following

Integrating Nursing Concepts 2 (Capstone 1) (10204) | 3 credit points – Level 1

[Integrating Nursing Concepts 2 \(11962\) | 3 credit points – Level 1](#)

- From 2023, unit 11962 Integrating Nursing Concepts 2 replaces 10204 Integrating Nursing Concepts 5 (Capstone 1)

Part B - Must pass 3 credit points from the following

[Integrating Nursing Concepts 5 \(Capstone 2\) \(10207\) | 3 credit points – Level 2](#)

[Integrating Nursing Concepts 5 \(11963\) | 3 credit points – Level 2](#)

- From 2023, unit 11963 Integrating Nursing Concepts 5 replaces 10207 Integrating Nursing Concepts 5 (Capstone 2)

In addition to course requirements, in order to successfully complete your course you must meet the inherent requirements. Please refer to the [inherent requirements statement](#) applicable to your course

Typical study pattern

UC - Canberra, Bruce

Standard Full Time, Semester 1 Commencing

Year 1

Semester 1

[Foundations of Anatomy and Physiology \(10298\)](#)

[Integrating Nursing Concepts 1 \(10203\)](#)

[Person-Centred Practice in Nursing \(11835\)](#)

[Professional Orientation \(Nursing\) \(11856\)](#)

Semester 2

[Comprehensive Health Assessment and Learning for Nursing Practice \(11858\)](#)

[Concepts in Pharmacology \(11964\)](#)

[Integrating Nursing Concepts 2 \(11962\)](#)

[Research and Technology for Healthcare Practice \(11851\)](#)

Year 2

Semester 1

[Aboriginal and Torres Strait Islander People's Health Contexts \(11852\)](#)

[Concepts in Pathophysiology \(10201\)](#)

Health Across the Lifespan: Mental Health (10197)

Integrating Nursing Concepts 3 (10205)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Health Across the Lifespan: Dimensions of Ageing (11855)

Integrating Nursing Concepts 4 (10206)

Integrating Pathophysiology (11848)

Winter Term

Ethics and Law for Health Professionals (11961)

Year 3

Semester 1

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: Child and Family Health (10196)

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Semester 2

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Quality, Safety and Leadership in Healthcare (11854)

Standard Full Time, Semester 1 Commencing, 24 Points Credited (EN Registration)

Year 1

Semester 1

Concepts in Pathophysiology (10201)

Concepts in Pharmacology (11964)

Health Across the Lifespan: Child and Family Health (10196)

Professional Orientation (Nursing) (11856)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Integrating Nursing Concepts 4 (10206)

Integrating Pathophysiology (11848)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Quality, Safety and Leadership in Healthcare (11854)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Health Across the Lifespan: Dimensions of Ageing (11855)

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Standard Full Time, Semester 2 Commencing

Year 1

Semester 2

Foundations of Anatomy and Physiology (10298)

Professional Orientation (Nursing) (11856)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Aboriginal and Torres Strait Islander People's Health Contexts (11852)

Concepts in Pathophysiology (10201)

Integrating Nursing Concepts 1 (10203)

Person-Centred Practice in Nursing (11835)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Concepts in Pharmacology (11964)

Integrating Nursing Concepts 2 (11962)

Integrating Pathophysiology (11848)

Winter Term

Ethics and Law for Health Professionals (11961)

Year 3**Semester 1**

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: Child and Family Health (10196)

Health Across the Lifespan: Mental Health (10197)

Integrating Nursing Concepts 3 (10205)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Health Across the Lifespan: Dimensions of Ageing (11855)

Integrating Nursing Concepts 4 (10206)

Year 4**Semester 1**

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Quality, Safety and Leadership in Healthcare (11854)

Summer Semester

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Standard Full Time, Semester 2 Commencing, 24 Points Credited (EN Registration)**Year 1****Credit Granted**

Aboriginal and Torres Strait Islander People's Health Contexts (11852)

Ethics and Law for Health Professionals (11961)

Foundations of Anatomy and Physiology (10298)

Health Across the Lifespan: Mental Health (10197)

Integrating Nursing Concepts 1 (10203)

Integrating Nursing Concepts 2 (11962)

Integrating Nursing Concepts 3 (10205)

Person-Centred Practice in Nursing (11835)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Health Across the Lifespan: Dimensions of Ageing (11855)

Professional Orientation (Nursing) (11856)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Concepts in Pathophysiology (10201)

Concepts in Pharmacology (11964)

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: Child and Family Health (10196)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Integrating Nursing Concepts 4 (10206)

Integrating Pathophysiology (11848)

Year 3

Semester 1

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Quality, Safety and Leadership in Healthcare (11854)

Summer Term

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Standard Part Time, 9 Credit Points per Semester, Semester 1 Commencing

Year 1

Semester 1

Foundations of Anatomy and Physiology (10298)

Integrating Nursing Concepts 1 (10203)

Person-Centred Practice in Nursing (11835)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Professional Orientation (Nursing) (11856)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Aboriginal and Torres Strait Islander People's Health Contexts (11852)

Concepts in Pathophysiology (10201)

Health Across the Lifespan: Mental Health (10197)

Semester 2

Concepts in Pharmacology (11964)

Integrating Nursing Concepts 2 (11962)

Integrating Pathophysiology (11848)

Winter Term

Ethics and Law for Health Professionals (11961)

Year 3

Semester 1

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: Child and Family Health (10196)

Integrating Nursing Concepts 3 (10205)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Health Across the Lifespan: Dimensions of Ageing (11855)

Integrating Nursing Concepts 4 (10206)

Year 4

Semester 1

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Quality, Safety and Leadership in Healthcare (11854)

Semester 2

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Standard Part Time, 9 Credit Points per Semester, Semester 2 Commencing

Year 1

Semester 2

Foundations of Anatomy and Physiology (10298)

Professional Orientation (Nursing) (11856)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Concepts in Pathophysiology (10201)

Integrating Nursing Concepts 1 (10203)

Person-Centred Practice in Nursing (11835)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Concepts in Pharmacology (11964)

Integrating Nursing Concepts 2 (11962)

Year 3

Semester 1

Aboriginal and Torres Strait Islander People's Health Contexts (11852)

Ethics and Law for Health Professionals (11961)

Integrating Nursing Concepts 3 (10205)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Integrating Nursing Concepts 4 (10206)

Integrating Pathophysiology (11848)

Year 4

Semester 1

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: Child and Family Health (10196)

Health Across the Lifespan: Mental Health (10197)

Semester 2

Health Across the Lifespan: Dimensions of Ageing (11855)

Mental Health Care in Practice (11850)

Quality, Safety and Leadership in Healthcare (11854)

Year 5**Semester 1**

Integrating Nursing Concepts 6 (Capstone) (11853)

Summer Term

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Standard Part Time, Semester 1 Commencing

Year 1**Semester 1**

Foundations of Anatomy and Physiology (10298)

Professional Orientation (Nursing) (11856)

Semester 2

Concepts in Pharmacology (11964)

Research and Technology for Healthcare Practice (11851)

Year 2**Semester 1**

Integrating Nursing Concepts 1 (10203)

Person-Centred Practice in Nursing (11835)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Integrating Nursing Concepts 2 (11962)

Year 3

Semester 1

[Aboriginal and Torres Strait Islander People's Health Contexts \(11852\)](#)

[Concepts in Pathophysiology \(10201\)](#)

Semester 2

[Health Across the Lifespan: Dimensions of Ageing \(11855\)](#)

[Integrating Pathophysiology \(11848\)](#)

Winter Term

[Ethics and Law for Health Professionals \(11961\)](#)

Year 4

Semester 1

[Health Across the Lifespan: Mental Health \(10197\)](#)

[Integrating Nursing Concepts 3 \(10205\)](#)

Semester 2

[Health Across the Lifespan: Chronic and Complex Care \(10199\)](#)

[Integrating Nursing Concepts 4 \(10206\)](#)

Year 5

Semester 1

[Diversity, Inclusion and Healthcare \(11849\)](#)

[Health Across the Lifespan: Child and Family Health \(10196\)](#)

Semester 2

[Quality, Safety and Leadership in Healthcare \(11854\)](#)

Year 6

Semester 1

[Health Across the Lifespan: High Acuity Care Needs \(11857\)](#)

[Integrating Nursing Concepts 5 \(11963\)](#)

Semester 2

[Integrating Nursing Concepts 6 \(Capstone\) \(11853\)](#)

[Mental Health Care in Practice \(11850\)](#)

Standard Part Time, Semester 2 Commencing

Year 1

Semester 2

[Foundations of Anatomy and Physiology \(10298\)](#)

[Professional Orientation \(Nursing\) \(11856\)](#)

Year 2

Semester 1

[Integrating Nursing Concepts 1 \(10203\)](#)

[Person-Centred Practice in Nursing \(11835\)](#)

Semester 2

[Comprehensive Health Assessment and Learning for Nursing Practice \(11858\)](#)

[Research and Technology for Healthcare Practice \(11851\)](#)

Year 3

Semester 1

[Aboriginal and Torres Strait Islander People's Health Contexts \(11852\)](#)

[Concepts in Pathophysiology \(10201\)](#)

Semester 2

[Concepts in Pharmacology \(11964\)](#)

[Integrating Nursing Concepts 2 \(11962\)](#)

Winter Term

[Ethics and Law for Health Professionals \(11961\)](#)

Year 4

Semester 1

[Diversity, Inclusion and Healthcare \(11849\)](#)

[Health Across the Lifespan: Child and Family Health \(10196\)](#)

Semester 2

[Health Across the Lifespan: Dimensions of Ageing \(11855\)](#)

[Integrating Pathophysiology \(11848\)](#)

Year 5

Semester 1

Health Across the Lifespan: Mental Health (10197)

Integrating Nursing Concepts 3 (10205)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Integrating Nursing Concepts 4 (10206)

Year 6

Semester 1

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Semester 2

Mental Health Care in Practice (11850)

Quality, Safety and Leadership in Healthcare (11854)

Year 7

Semester 1

Integrating Nursing Concepts 6 (Capstone) (11853)

UC - Sydney Hills Campus, Castle Hill, NSW

Standard Full Time, Semester 1 Commencing

Year 1

Semester 1

Foundations of Anatomy and Physiology (10298)

Integrating Nursing Concepts 1 (10203)

Person-Centred Practice in Nursing (11835)

Professional Orientation (Nursing) (11856)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Concepts in Pharmacology (11964)

Integrating Nursing Concepts 2 (11962)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Aboriginal and Torres Strait Islander People's Health Contexts (11852)

Concepts in Pathophysiology (10201)

Health Across the Lifespan: Mental Health (10197)

Integrating Nursing Concepts 3 (10205)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Health Across the Lifespan: Dimensions of Ageing (11855)

Integrating Nursing Concepts 4 (10206)

Integrating Pathophysiology (11848)

Winter Term

Ethics and Law for Health Professionals (11961)

Year 3

Semester 1

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: Child and Family Health (10196)

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Semester 2

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Quality, Safety and Leadership in Healthcare (11854)

Standard Full Time, Semester 1 Commencing, 24 Points Credited (EN Registration)

Year 1

Semester 1

Concepts in Pathophysiology (10201)

Concepts in Pharmacology (11964)

Health Across the Lifespan: Child and Family Health (10196)

Professional Orientation (Nursing) (11856)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Integrating Nursing Concepts 4 (10206)

Integrating Pathophysiology (11848)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Quality, Safety and Leadership in Healthcare (11854)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Health Across the Lifespan: Dimensions of Ageing (11855)

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Standard Full Time, Semester 2 Commencing

Year 1

Semester 2

Foundations of Anatomy and Physiology (10298)

Professional Orientation (Nursing) (11856)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Aboriginal and Torres Strait Islander People's Health Contexts (11852)

Concepts in Pathophysiology (10201)

Integrating Nursing Concepts 1 (10203)

Person-Centred Practice in Nursing (11835)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Concepts in Pharmacology (11964)

Integrating Nursing Concepts 2 (11962)

Integrating Pathophysiology (11848)

Winter Term

Ethics and Law for Health Professionals (11961)

Year 3

Semester 1

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: Child and Family Health (10196)

Health Across the Lifespan: Mental Health (10197)

Integrating Nursing Concepts 3 (10205)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Health Across the Lifespan: Dimensions of Ageing (11855)

Integrating Nursing Concepts 4 (10206)

Year 4

Semester 1

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Quality, Safety and Leadership in Healthcare (11854)

Summer Semester

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Standard Full Time, Semester 2 Commencing, 24 Points Credited (EN Registration)

Year 1

Credit Granted

Aboriginal and Torres Strait Islander People's Health Contexts (11852)

Ethics and Law for Health Professionals (11961)

Foundations of Anatomy and Physiology (10298)

Health Across the Lifespan: Mental Health (10197)

Integrating Nursing Concepts 1 (10203)

Integrating Nursing Concepts 2 (11962)

Integrating Nursing Concepts 3 (10205)

Person-Centred Practice in Nursing (11835)

Semester 2

Comprehensive Health Assessment and Learning for Nursing Practice (11858)

Health Across the Lifespan: Dimensions of Ageing (11855)

Professional Orientation (Nursing) (11856)

Research and Technology for Healthcare Practice (11851)

Year 2

Semester 1

Concepts in Pathophysiology (10201)

Concepts in Pharmacology (11964)

Diversity, Inclusion and Healthcare (11849)

Health Across the Lifespan: Child and Family Health (10196)

Semester 2

Health Across the Lifespan: Chronic and Complex Care (10199)

Integrating Nursing Concepts 4 (10206)

Integrating Pathophysiology (11848)

Year 3

Semester 1

Integrating Nursing Concepts 6 (Capstone) (11853)

Mental Health Care in Practice (11850)

Quality, Safety and Leadership in Healthcare (11854)

Summer Term

Health Across the Lifespan: High Acuity Care Needs (11857)

Integrating Nursing Concepts 5 (11963)

Course information

Course duration

Standard 3 years full time or part-time equivalent. Maximum 6 years from date of enrolment to date of course completion.

Learning outcomes

Learning outcomes	Related graduate attributes
Develop and apply nursing knowledge and skills to approach all interactions with empathy in a culturally safe, respectful manner where cultural understanding and reconciliation is valued, ensuring that all feel safe.	<p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.</p>
Conduct nursing assessments to establish priorities and inform planning; provide skillful	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and

nursing interventions for people across the lifespan within the scope of a Registered Nurse and evaluate responses to determine effectiveness.

research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

1.Engages in therapeutic and professional relationships

UC graduates are professional:

Employ up-to-date and relevant knowledge and skills;

Communicate effectively;

Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems;

Work collaboratively as part of a team, negotiate, and resolve conflict;

Display initiative and drive, and use their organisational skills to plan and manage their workload; and

Take pride in their professional and personal integrity.

UC graduates are global citizens:

	<p>Think globally about issues in their profession;</p> <p>Adopt an informed and balanced approach across professional and international boundaries;</p> <p>Understand issues in their profession from the perspective of other cultures;</p> <p>Communicate effectively in diverse cultural and social settings;</p> <p>Make creative use of technology in their learning and professional lives; and</p> <p>Behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners:</p> <p>Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development;</p> <p>Be self-aware;</p> <p>Adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; and</p> <p>Evaluate and adopt new technology.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Comprehensively conducts assessments that are situated in practice

UC graduates are professional:

Employ up-to-date and relevant knowledge and skills;

Communicate effectively;

Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems;

Work collaboratively as part of a team, negotiate, and resolve conflict;

Display initiative and drive, and use their organisational skills to plan and manage their workload; and

Take pride in their professional and personal integrity.

UC graduates are global citizens:

Think globally about issues in their profession;

Adopt an informed and balanced approach across professional and international boundaries;

Understand issues in their profession from the perspective of other cultures;

Communicate effectively in diverse cultural and social settings;

Make creative use of technology in their learning and professional lives; and

Behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners:

Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development;

Be self-aware;

Adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; and

Evaluate and adopt new technology.

3. Maintains the capability for practice

UC graduates are professional:

Employ up-to-date and relevant knowledge and skills;

Communicate effectively;

Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems;

Work collaboratively as part of a team, negotiate, and resolve conflict;

Display initiative and drive, and use their organisational skills to plan and manage their workload; and

Take pride in their professional and personal integrity.

UC graduates are global citizens:

	<p>Think globally about issues in their profession;</p> <p>Adopt an informed and balanced approach across professional and international boundaries;</p> <p>Understand issues in their profession from the perspective of other cultures;</p> <p>Communicate effectively in diverse cultural and social settings;</p> <p>Make creative use of technology in their learning and professional lives; and</p> <p>Behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners:</p> <p>Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development;</p> <p>Be self-aware;</p> <p>Adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; and</p> <p>Evaluate and adopt new technology.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4. Develops a plan for nursing practice

UC graduates are professional:

Employ up-to-date and relevant knowledge and skills;

Communicate effectively;

Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems;

Display initiative and drive, and use their organisational skills to plan and manage their workload; and

Take pride in their professional and personal integrity.

UC graduates are global citizens:

Think globally about issues in their profession;

Adopt an informed and balanced approach across professional and international boundaries;

Understand issues in their profession from the perspective of other cultures;

Communicate effectively in diverse cultural and social settings;

Make creative use of technology in their learning and professional lives; and

Behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners:

Be self-aware;

Adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; and

Evaluate and adopt new technology.

5. Provides safe, appropriate and responsive quality nursing practice

UC graduates are professional:

Employ up-to-date and relevant knowledge and skills;

Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems;

Display initiative and drive, and use their organisational skills to plan and manage their workload; and

Take pride in their professional and personal integrity.

UC graduates are global citizens:

Think globally about issues in their profession;

Adopt an informed and balanced approach across professional and international boundaries;

Communicate effectively in diverse cultural and social settings;

Make creative use of technology in their learning and professional lives; and

	<p>Behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners:</p> <p>Be self-aware;</p> <p>Adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; and</p> <p>Evaluate and adopt new technology.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

6. Thinks critically and analyses nursing practice

UC graduates are professional:

Employ up-to-date and relevant knowledge and skills;

Communicate effectively;

Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems;

Work collaboratively as part of a team, negotiate, and resolve conflict;

Display initiative and drive, and use their organisational skills to plan and manage their workload; and

Take pride in their professional and personal integrity.

UC graduates are global citizens:

Think globally about issues in their profession;

Adopt an informed and balanced approach across professional and international boundaries;

Understand issues in their profession from the perspective of other cultures;

Communicate effectively in diverse cultural and social settings;

Make creative use of technology in their learning and professional lives; and

Behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners:

Be self-aware;

Adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; and

Evaluate and adopt new technology.

7. Evaluates outcomes to inform nursing practice

UC graduates are professional:

Employ up-to-date and relevant knowledge and skills;

Use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems;

Work collaboratively as part of a team, negotiate, and resolve conflict;

Display initiative and drive, and use their organisational skills to plan and manage their workload; and

Take pride in their professional and personal integrity.

UC graduates are global citizens:

Think globally about issues in their profession;

Adopt an informed and balanced approach across professional and international boundaries;

Understand issues in their profession from the perspective of other cultures;

Communicate effectively in diverse cultural and social settings;

Make creative use of technology in their learning and professional lives; and

Behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners:

Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development;

Be self-aware;

	<p>Adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; and</p> <p>Evaluate and adopt new technology.</p>
<p>Integrate sciences, appraise research and apply evidence and strength based best practice approaches to think critically and inform safe clinical decision making for quality person centred nursing care.</p>	<p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.</p>
<p>Implement culturally appropriate nursing care integrating First Nations perspectives on health, connection to land and community.</p>	<p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p>

	<p>UC graduates are global citizens: Adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; make creative use of technology in their learning and professional lives.</p> <p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Demonstrate professional communication and therapeutic relationships that are consistent with ethical strengths-based approaches to person-centred nursing care and relevant legal frameworks that govern healthcare practice.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Apply their knowledge to working with

Indigenous Australians in socially just ways.

Build and apply career-readiness, a clear professional identity, and the skills, knowledge and personal attributes necessary to meet the Nursing and Midwifery Board of Australia Registered Nurse Standards for practice.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Placements requirements

<http://www.canberra.edu.au/about-uc/faculties/health/placement-office>

Awards

Award	Official abbreviation
Bachelor of Nursing	BNurs

Honours

High performing students may be eligible to enrol in the Bachelor of Health Sciences (Honours) Nursing stream.

Enrolment data

2023 enrolments for this course by location. Please note that enrolment numbers are indicative only and in no way reflect individual class sizes.

Location	Enrolments
UC - Canberra, Bruce	358
UC - Sydney Hills Campus, Castle Hill, NSW	90

Enquiries

Student category	Contact details
Prospective Students - Domestic	E study@canberra.edu.au P 1800 UNI CAN (1800 864 226) W www.canberra.edu.au/future-students
Prospective Students - International	E international@canberra.edu.au P +61 2 6201 5342 F +61 2 6201 5040 W www.canberra.edu.au/future-students
Current and Commencing Students	Please contact the Faculty of Health faculty office, email student.centre@canberra.edu.au

Download your course guide



Scholarships

Find the scholarship that's the right fit for you

[Explore Scholarships](#)

Printed on 10, May, 2025

University of Canberra, Bruce ACT 2617 Australia

+61 2 6201 5111

ABN 81 633 873 422

CRICOS 00212K

TEQSA Provider ID: PRV12003 (Australian University)

UC acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.

Bachelor of Early Childhood Education (Birth to Five) (EDB001.1)

Please note these are the 2025 details for this course

Domestic students

Selection rank	60 Note: The selection rank is the minimum ATAR plus adjustment factors required for admission to the program in the previous year. This is an indicative guide only as ranks change each year depending on demand.
Delivery mode	Blended On campus Online Plus
Location	Bruce, Canberra UC Sydney Hills, Castle Hill, NSW
Duration	3.0 years
Faculty	Faculty of Education
Discipline	Academic Program Area - Education
UAC code	363204
English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 6.5, with no band score below 6.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.

[View IELTS equivalences](#)

International students

Academic entry requirements	To study at UC, you'll need to meet our academic entry requirements and any admission requirements specific to your course. Please read your course admission requirements below. To find out whether you meet UC's academic entry requirements, visit our academic entry requirements page.
------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[View UC's academic entry requirements](#)

Delivery mode	On campus
----------------------	-----------

Location	Bruce, Canberra UC Sydney Hills, Castle Hill, NSW
-----------------	------------------------------------------------------

Duration	3.0 years
-----------------	-----------

Faculty	Faculty of Education
----------------	----------------------

Discipline	Academic Program Area - Education
-------------------	-----------------------------------

CRICOS code	113915F
--------------------	---------

English language requirements	There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 6.5, with no band score below 6.0. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.
--------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[View IELTS equivalences](#)

About this course

Embrace the power of learning through play and exploration

If you're interested in building a career in the early childhood sector and have a passion for helping young minds grow, then the Bachelor of Early Childhood Education (Birth to Five) is for you. Whether you are already working in the sector or starting your journey into a fulfilling career you'll be empowered to make a lasting impact during the pivotal years of a child's development from birth to five.

With placements across a variety of early childhood education settings, you'll combine theoretical knowledge with hands-on experience, while exploring the latest research, teaching strategies and methods.

UC's future-focused approach to education will help you acquire a diverse range of lifelong transferrable skills, that you can apply throughout your rewarding career in the classroom and beyond. Validate your abilities and embrace creativity with an industry-recognised qualification in just three years.*

Seize the opportunity to choose your direction with the first year of this course sharing its structure with the Bachelor of Early Childhood and Primary Education, giving you the opportunity to change depending on the subjects you connect most with.

Study a Bachelor of Early Childhood Education at UC and you will:

- Gain extensive practical experience in a variety of early childhood education settings.
- Acquire the skills to succeed across the breadth of early childhood education.
- Create engaging and interactive learning experiences, incorporating play and exploration into the curriculum.
- Discover how to provide an enriching, solid educational base to set the stage for lifelong learning and academic achievement.
- Develop your voice as an advocate for young people, ensuring their best interests are heard in the development of early childhood policies.
- Learn to lead with diversity and inclusion, and connect indigenous ways of knowing, doing and being into teaching.
- Experience future-focused study, created in connection with the education industry to ensure its relevancy and longevity.
- Graduate with a qualification to help you stand out from the crowd for elevated career progression.

Work-integrated learning

During this course, you'll undertake a minimum of 95 days of practical placement across a range of early childhood education settings, allowing you the opportunity to put theory into practice to graduate job-ready, confident and industry-connected.

Career opportunities

- Director in an early childhood setting
- Early childhood education leader
- Early childhood teacher
- Policy advisor
- Curriculum development.

Course specific information

*If you already hold a Diploma of Early Childhood Education and Care or higher, you'll receive a year of credit upon application, meaning you can complete your degree in just two years.

This course will be approved by the Australian Children's Education and Care Quality Authority (ACECQA) and TEQSA accredited.

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

Professional accreditation

This course is professionally accredited with the Australian Children's Education and Care Quality Authority (ACECQA).

Admission requirements

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

- Year 12 ATAR of 60 or above
- other Australian Qualification
- work experience
- overseas qualification

We also offer several entry initiatives that give students the opportunity to gain entry to the University via alternate pathway programs and admissions schemes. More information is available on our Alternative Entry page: <http://www.canberra.edu.au/future-students/applications/apply-now/alternative-entry>

Additional admission requirements

In addition, there is a pathway into this course for applicants who have completed an ACECQA-approved Diploma of Early Childhood Education and Care. Credit for 8 units (24 credit points) of this course will be granted to applicants who have completed an ACECQA-accredited Diploma of Early Childhood Education and Care. The 24 credit points will be based upon credit being granted for:

- 11990 Child Development | 3 credit points - Level 1
- 11991 Relationships in Early Childhood Education | 3 credit points - Level 1
- 11992 The Arts: Visual Arts and Media in the Early Years | 3 credit points - Level 1
- 11993 The National Quality Framework | 3 credit points - Level 1
- 11994 Health and Wellbeing in the Early Years | 3 credit points - Level 1
- 11995 Infant and toddler Learning and Care | 3 credit points - Level 1
- 11996 Planning and the Early Years Learning Framework | 3 credit points - Level 1
- 11997 Partnerships in Early Childhood Education | 3 credit points - Level 1

Students who are credited the 8 units for the Diploma will enter directly into the second year of the program. Where a student does not have a completed Diploma (ACECQA approved), NO credit will be granted.

Students will be required to complete a written statement in response to questions designed to assess their suitability for the teaching profession. Responses to these questions must be deemed satisfactory for them to be admitted to this course.

Students must obtain Working with Vulnerable People Registration (ACT) and/or a Working With Children Check (NSW), depending on the area(s) in which they will be undertaking professional experience placements.

Assumed knowledge

None.

Periods course is open for new admissions

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

Credit arrangements

A credit transfer arrangement is available for this course for the following institutions:

Other Australian Tafe

[Diploma of Early Childhood Education and Care \(33466\)](#)

[Diploma of Early Childhood Education and Care \(33426\)](#)

Course requirements

Bachelor of Early Childhood Education (Birth to Five) (EDB001) | 72 credit points

Required - Must pass 72 credit points as follows

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

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

Philosophies and Pedagogies in Early Childhood Education (10178) | 3 credit points – Level 2

STEM in the Early Years (10179) | 3 credit points – Level 4

Leadership in Early Childhood Education (10180) | 3 credit points – Level 4

Addressing Challenges in Early Childhood Education (10181) | 3 credit points – Level 4

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

Child Development (11990) | 3 credit points – Level 1

Relationships in Early Childhood Education (11991) | 3 credit points – Level 1

The Arts: Visual Arts and Media in the Early Years (11992) | 3 credit points – Level 1

The National Quality Framework (11993) | 3 credit points – Level 1

Health and Wellbeing in the Early Years (11994) | 3 credit points – Level 1

Infant and Toddler Learning and Care (11995) | 3 credit points – Level 1

Planning and the Early Years Learning Framework (11996) | 3 credit points – Level 1

Partnerships in Early Childhood Education (11997) | 3 credit points – Level 1

Enacting Indigenous Pedagogies in Australian Education (11998) | 3 credit points – Level 3

The Agentic Child (11999) | 3 credit points – Level 2

Play in Early Childhood (12000) | 3 credit points – Level 2

Behaviour in Early Childhood (12001) | 3 credit points – Level 2

Numeracy and Mathematics in Early Childhood Education (12002) | 3 credit points – Level 2

Oral Language and Literacy in the Early Years (12003) | 3 credit points – Level 1

The Arts: Music, Dance and Drama in the Early Years (12004) | 3 credit points – Level 3

Early Childhood Teachers as Professionals (12005) | 6 credit points – Level 4

Education for Sustainability in the Early Years (12006) | 3 credit points – Level 3

In addition to course requirements, in order to successfully complete your course you must meet the inherent requirements. Please refer to the [inherent requirements statement](#) applicable to your course

Typical study pattern

UC - Canberra, Bruce

Standard Full Time, Semester 1 Commencing

Year 1

Semester 1

Child Development (11990)

Relationships in Early Childhood Education (11991)

The Arts: Visual Arts and Media in the Early Years (11992)

The National Quality Framework (11993)

Semester 2

Health and Wellbeing in the Early Years (11994)

Infant and Toddler Learning and Care (11995)

Partnerships in Early Childhood Education (11997)

Planning and the Early Years Learning Framework (11996)

Year 2

Semester 1

Oral Language and Literacy in the Early Years (12003)

Philosophies and Pedagogies in Early Childhood Education (10178)

Play in Early Childhood (12000)

The Agentic Child (11999)

Semester 2

Behaviour in Early Childhood (12001)

Designing Learning for Diversity and Inclusion (9869)

Enacting Indigenous Pedagogies in Australian Education (11998)

Numeracy and Mathematics in Early Childhood Education (12002)

Year 3

Semester 1

Education for Sustainability in the Early Years (12006)

Foundations of Early Literacy Instruction (11763)

STEM in the Early Years (10179)

The Arts: Music, Dance and Drama in the Early Years (12004)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

Early Childhood Teachers as Professionals (12005)

Leadership in Early Childhood Education (10180)

Standard Full Time, Semester 2 Commencing

Year 1

Semester 2

Health and Wellbeing in the Early Years (11994)

Infant and Toddler Learning and Care (11995)

Partnerships in Early Childhood Education (11997)

Planning and the Early Years Learning Framework (11996)

Year 2

Semester 1

Child Development (11990)

Relationships in Early Childhood Education (11991)

The Arts: Visual Arts and Media in the Early Years (11992)

The National Quality Framework (11993)

Semester 2

Behaviour in Early Childhood (12001)

Designing Learning for Diversity and Inclusion (9869)

Enacting Indigenous Pedagogies in Australian Education (11998)

Numeracy and Mathematics in Early Childhood Education (12002)

Year 3

Semester 1

Oral Language and Literacy in the Early Years (12003)

Philosophies and Pedagogies in Early Childhood Education (10178)

Play in Early Childhood (12000)

[The Agentic Child \(11999\)](#)

Semester 2

[Addressing Challenges in Early Childhood Education \(10181\)](#)

[Early Childhood Teachers as Professionals \(12005\)](#)

[Leadership in Early Childhood Education \(10180\)](#)

Year 4

Semester 1

[Education for Sustainability in the Early Years \(12006\)](#)

[Foundations of Early Literacy Instruction \(11763\)](#)

[STEM in the Early Years \(10179\)](#)

[The Arts: Music, Dance and Drama in the Early Years \(12004\)](#)

Standard Part Time, Semester 1 Commencing

Year 1

Semester 1

[Child Development \(11990\)](#)

[Relationships in Early Childhood Education \(11991\)](#)

Semester 2

[Health and Wellbeing in the Early Years \(11994\)](#)

[Infant and Toddler Learning and Care \(11995\)](#)

Year 2

Semester 1

[The Arts: Visual Arts and Media in the Early Years \(11992\)](#)

[The National Quality Framework \(11993\)](#)

Semester 2

[Partnerships in Early Childhood Education \(11997\)](#)

[Planning and the Early Years Learning Framework \(11996\)](#)

Year 3

Semester 1

Oral Language and Literacy in the Early Years (12003)

Play in Early Childhood (12000)

Semester 2

Enacting Indigenous Pedagogies in Australian Education (11998)

Numeracy and Mathematics in Early Childhood Education (12002)

Year 4

Semester 1

Philosophies and Pedagogies in Early Childhood Education (10178)

The Agentic Child (11999)

Semester 2

Behaviour in Early Childhood (12001)

Designing Learning for Diversity and Inclusion (9869)

Year 5

Semester 1

Education for Sustainability in the Early Years (12006)

The Arts: Music, Dance and Drama in the Early Years (12004)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

Leadership in Early Childhood Education (10180)

Year 6

Semester 1

Foundations of Early Literacy Instruction (11763)

STEM in the Early Years (10179)

Semester 2

Early Childhood Teachers as Professionals (12005)

Standard Part Time, Semester 2 Commencing

Year 1

Semester 2

Health and Wellbeing in the Early Years (11994)

Infant and Toddler Learning and Care (11995)

Year 2

Semester 1

Child Development (11990)

Relationships in Early Childhood Education (11991)

Semester 2

Partnerships in Early Childhood Education (11997)

Planning and the Early Years Learning Framework (11996)

Year 3

Semester 1

The Arts: Visual Arts and Media in the Early Years (11992)

The National Quality Framework (11993)

Semester 2

Enacting Indigenous Pedagogies in Australian Education (11998)

Numeracy and Mathematics in Early Childhood Education (12002)

Year 4

Semester 1

Oral Language and Literacy in the Early Years (12003)

Play in Early Childhood (12000)

Semester 2

Behaviour in Early Childhood (12001)

Designing Learning for Diversity and Inclusion (9869)

Year 5

Semester 1

Philosophies and Pedagogies in Early Childhood Education (10178)

The Agentic Child (11999)

Semester 2

Addressing Challenges in Early Childhood Education (10181)

[Leadership in Early Childhood Education \(10180\)](#)

Year 6

Semester 1

[Education for Sustainability in the Early Years \(12006\)](#)

[The Arts: Music, Dance and Drama in the Early Years \(12004\)](#)

Semester 2

[Early Childhood Teachers as Professionals \(12005\)](#)

Year 7

Semester 1

[Foundations of Early Literacy Instruction \(11763\)](#)

[STEM in the Early Years \(10179\)](#)

Course information

Course duration

Standard 3 years full time or part-time equivalent. Maximum 10 years from date of enrolment to date of course completion.

Learning outcomes

Learning outcomes	Related graduate attributes
Establish and maintain inclusive, respectful and ethical relationships and work collaboratively with families, colleagues, allied health professionals and children.	<p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; behave ethically and sustainably in their professional and personal lives.</p>

	<p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.</p>
Demonstrate wide knowledge of theory and practice in child development, educational policy and research, curriculum, pedagogy and leadership.	<p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.</p>
Develop professional practices based on broad knowledge of legislative, regulatory and policy frameworks that	<p>UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team,</p>

<p>address social justice, equity, diversity and sustainability issues.</p>	<p>negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.</p> <p>UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.</p> <p>UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.</p> <p>UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.</p>
-----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Develop and demonstrate a growth mindset through reflection on professional practice inclusive of emerging research.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Communicate effectively with families, colleagues and children in a variety of written and spoken forms.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Critically engage with current research and innovations to evaluate early childhood programs and policy.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt

an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Develop and demonstrate a growth mindset through reflection on professional practice, inclusive of emerging research.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Placements requirements

All students enrolled in this course are required to complete the statutory checks that exist for working in an early childhood centre setting, in any state or territory where they undertake a professional placement activity.

Awards

Award	Official abbreviation
Bachelor of Early Childhood Education (Birth to Five)	B EC Ed (B-5)

Honours

None.

Enquiries

Student category	Contact details
Prospective Domestic Students	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)
Prospective International Students	Email international@canberra.edu.au or Phone +61 2 6201 5342
Current and Commencing Students	Please contact the University Student Centre by Email student.centre@canberra.edu.au or Phone 1300 301 727

Download your course guide



Scholarships

Find the scholarship that's the right fit for you

[Explore Scholarships](#)

Printed on 10, May, 2025

University of Canberra, Bruce ACT 2617 Australia

+61 2 6201 5111

ABN 81 633 873 422

CRICOS 00212K

TEQSA Provider ID: PRV12003 (Australian University)

UC acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.

Master of Public Health (HLM101.3)

Please note these are the 2025 details for this course

Domestic students

Selection rank	PG
Delivery mode	On campus
Location	Bruce, Canberra
Duration	1.5 years
Faculty	Faculty of Health
Discipline	Discipline of Public Health
UAC code	880735
English language requirements	<p>There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 7.0, with no band score below 6.5. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.</p> <p>View IELTS equivalences</p>

International students

Academic entry requirements	<p>To study at UC, you'll need to meet our academic entry requirements and any admission requirements specific to your course. Please read your course admission requirements below. To find out whether you meet UC's academic entry requirements, visit our academic entry requirements page.</p>
-----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

[View UC's academic entry requirements](#)

Delivery mode

Location

Duration 1.5 years

Faculty Faculty of Health

Discipline Discipline of Public Health

CRICOS code 0101072

English language requirements There are non-standard English language requirements for this course. To be eligible you must have an overall IELTS Academic score (or equivalent) of 7.0, with no band score below 6.5. For alternate/equivalent ways of meeting the English requirements for this course please view the English Proficiency Requirements document on the university website.

[View IELTS equivalences](#)

About this course

Improve community health outcomes

Do you want to make a lasting impact on the health and wellbeing of communities in Australia and around the world, to help close the gap of socially excluded communities?

UC's Master of Public Health is delivered in partnership with the esteemed [UC Health Research Institute](#) to help you gain the skills needed to analyse health information and plan and manage public health programs for communities and populations.

Open to graduates from a wide range of fields, including clinical and non-clinical health professionals, students can choose to either study on campus, or a blend of online and in person lectures and tutorials.

You'll delve into a broad range of topics including:

- public, ecological and global health
- epidemiology
- biostatistics
- health promotion,

- health systems, policy and advocacy
- communicable disease prevention and control
- Indigenous health
- health economics
- health and environmental sustainability
- health management including:
 - program management
 - program evaluation

This degree can be tailored to meet individual interests and needs through electives. These include work placements, advanced training in biostatistics and epidemiology, and other areas listed above. Mentored by researchers from the UC Health Research Institute, you'll also develop research skills, plan and execute a research project to prepare for success in a variety of fields.

This interdisciplinary degree has a focus on the ecological model of public health that emphasises and analyses the important interactions between the social, biological, economic and environmental influences on human health.

You'll graduate equipped with the skills and knowledge to confidently understand and deliver the core elements of public health. Your understanding of the multiple systems in which public health operates will allow you to investigate and apply interdisciplinary and creative approaches to address real world problems, within the goals of sustainable development.

It also has an emphasis on health equity and the development of culturally safe public health practices with a spotlight on First Nation's health imperatives, locally and globally.

Study a Master of Public Health at UC and you will:

- be prepared to undertake core elements and competencies for public health
- understand the social determinants of health
- be able to critically analyse public health problems and develop solutions
- be equipped with the skills to develop health promoting and sustaining environments
- possess an advanced understanding of the complex body of knowledge associated with contemporary and emerging local and global public health issues.
- demonstrate the application of knowledge and skills in interdisciplinary approaches to public health with key stakeholders.
- confidently plan and execute a substantial research-based project or capstone experience aligned with one of the key themes of the Sustainable Development Goals.

Work Integrated Learning (WIL)

Build valuable connections with your fellow students, resident researchers at the [Health Research Institute](#), and key stakeholders in Canberra (e.g. local government, public agencies, industry, NGOs and community organisations). You'll work through a substantial research-based project where these networks will be key to nurturing an interdisciplinary approach to public health and gaining valuable

'real-world' experience to support your career progression. Within your electives you can undertake a work placement, or if you are already employed in Public Health, develop further specialist skills.

Career opportunities

Completion of this course opens doors to a variety of careers in public health, including but not limited to:

- Public health officer
- Community health officer
- Health policy officer
- Health project officer
- Health program officer
- Health educator
- Epidemiological officer
- Healthy lifestyle project officer
- Public health communications officer
- Policy officer
- Advocacy officer.

Course Highlights

- Learn from our experienced and internationally recognised public health researchers at the well renowned University of Canberra's Health Research Institute.
- Small class sizes, mentoring from faculty and the ability to choose electives that suit your career goals.
- Gain real world research experience by undertaking an applied research project that is suited to your individual career pathways and interests.
- Gain unrivalled access to government agencies, peak bodies and community organisations in NSW, the ACT, and beyond.
- Health equity is core to public health and the University of Canberra is a world leading university in Diversity and Inclusion.

Check out the Master of Public Health (Extended)

Developed with our international students and those looking for extended work-integrated learning in mind, the Master of Public Health (Extended) can be completed over 2 years to graduate with an enhanced epidemiology and biostatistics skill set.

[Learn more](#)

Admission requirements

A completed bachelor degree.

Admission to this course is competitive. Applications will be assessed on the basis of academic merit and the number of available places.

Assumed knowledge

Students are expected to have basic competency in understanding of bio-statistical concepts.

Periods course is open for new admissions

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

Credit arrangements

There are currently no formal credit transfer arrangements for entry to this course. Any previous study or work experience will only be considered as part of the application process in accordance with current [course rules](#) and [university policy](#).

Course requirements

Master of Public Health (HLM101) | 36 credit points

Required - Must pass 27 credit points as follows

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

[Research Planning PG \(6486\) | 3 credit points — Level P](#)

[Research Project in Health PG \(6cp\) \(9593\) | 6 credit points — Level P](#)

[Epidemiology and Principles of Research PG \(9594\) | 3 credit points — Level P](#)

Ecological Public Health PG (10054) | 3 credit points – Level P

Health Economics PG (10057) | 3 credit points – Level P

Health Promotion Principles PG (11924) | 3 credit points – Level P

Policy and Public Health PG (11925) | 3 credit points – Level P

Introduction to Biostatistics PG (12118) | 3 credit points – Level P

Restricted Choice - Must pass 9 of the following

Community and Public Health Nutrition PG (9468) | 6 credit points – Level P

Communicable Disease Control PG (10053) | 3 credit points – Level P

Global Health PG (10055) | 3 credit points – Level P

Healthy and Sustainable Places PG (10077) | 3 credit points – Level P

Indigenous Health: Contemporary Issues PG (11478) | 3 credit points – Level P

Healthy People and Planet PG (11927) | 3 credit points – Level P

Evaluation of Health Programs PG (12119) | 3 credit points – Level P

Public Health Practice PG (12120) | 3 credit points – Level P

Advanced Epidemiology PG (12121) | 3 credit points – Level P

Indigenous Health: Contemporary Issues PG (12165) | 3 credit points – Level P

- From 2025, unit 12165 Indigenous Health: Contemporary Issues PG has replaced 11478 Indigenous Health: Contemporary Issues PG.

In addition to course requirements, in order to successfully complete your course you must meet the inherent requirements. Please refer to the [inherent requirements statement](#) applicable to your course

Typical study pattern

UC - Canberra, Bruce

Standard Full Time, Semester 1 Commencing

Year 1

Semester 1

Ecological Public Health PG (10054)

Epidemiology and Principles of Research PG (9594)

Health Promotion Principles PG (11924)

Introduction to Biostatistics PG (12118)

Semester 2

[Research Planning PG \(6486\)](#)

Restricted Choice Elective

[Health Economics PG \(10057\)](#)

[Policy and Public Health PG \(11925\)](#)

Winter Term

Restricted Choice Elective

Year 2**Semester 1**

Restricted Choice Elective

[Research Project in Health PG \(6cp\) \(9593\)](#)

Standard Full Time, Semester 2 Commencing

Year 1**Semester 2**

[Epidemiology and Principles of Research PG \(9594\)](#)

[Health Economics PG \(10057\)](#)

[Policy and Public Health PG \(11925\)](#)

[Research Planning PG \(6486\)](#)

Year 2**Semester 1**

[Health Promotion Principles PG \(11924\)](#)

Restricted Choice Elective

[Ecological Public Health PG \(10054\)](#)

[Introduction to Biostatistics PG \(12118\)](#)

Semester 2

[Research Project in Health PG \(6cp\) \(9593\)](#)

Restricted Choice Elective

Winter Term

Restricted Choice Elective

Standard Part Time, Semester 1 Commencing

Year 1

Semester 1

[Epidemiology and Principles of Research PG \(9594\)](#)

[Health Promotion Principles PG \(11924\)](#)

Semester 2

[Health Economics PG \(10057\)](#)

[Policy and Public Health PG \(11925\)](#)

Winter Term

Restricted Choice Elective

Year 2

Semester 1

[Ecological Public Health PG \(10054\)](#)

[Introduction to Biostatistics PG \(12118\)](#)

Semester 2

Restricted Choice Elective

[Research Planning PG \(6486\)](#)

Year 3

Semester 1

Restricted Choice Elective

Semester 2

[Research Project in Health PG \(6cp\) \(9593\)](#)

Standard Part Time, Semester 2 Commencing

Year 1

Semester 2

[Epidemiology and Principles of Research PG \(9594\)](#)

[Policy and Public Health PG \(11925\)](#)

Year 2

Semester 1

[Ecological Public Health PG \(10054\)](#)

[Introduction to Biostatistics PG \(12118\)](#)

Semester 2

[Health Economics PG \(10057\)](#)

[Research Planning PG \(6486\)](#)

Winter Term

Restricted Choice Elective

Year 3

Semester 1

Restricted Choice Elective

[Health Promotion Principles PG \(11924\)](#)

Semester 2

Restricted Choice Elective

Year 4

Semester 1

[Research Project in Health PG \(6cp\) \(9593\)](#)

Course information

Course duration

Standard 1.5 years full time or part time equivalent. Maximum 6 years.

Learning outcomes

Learning outcomes	Related graduate attributes
Interpret and effectively communicate public health information via a multidisciplinary lens, demonstrating high-level skills in communication and advocacy.	UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational

skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Reflect on culturally safe public health practices with a focus on First Nation's health imperatives locally and globally.

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

UC graduates are global citizens: Make creative use of technology in their learning and professional lives.

Generate solutions to public health problems by planning, designing, and executing ethical research projects.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline.

Demonstrate specialised theoretical knowledge and applied skills in the practice of public health.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Apply advanced and integrated understanding of the complex body of knowledge associated with contemporary and emerging local and global public health issues.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal

integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives; behave ethically and sustainably in their professional and personal lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline; communicate and engage with Indigenous Australians in ethical and culturally respectful ways; apply their knowledge to working with Indigenous Australians in socially just ways.

Critically analyse public health programs and evaluate recent developments in the field.

UC graduates are professional: Employ up-to-date and relevant knowledge and skills; communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

Investigate and apply creative interdisciplinary approaches to generate

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

solutions to real world problems.

communicate effectively; use creativity, critical thinking, analysis and research skills to solve theoretical and real-world problems; work collaboratively as part of a team, negotiate, and resolve conflict; display initiative and drive, and use their organisational skills to plan and manage their workload; take pride in their professional and personal integrity.

UC graduates are global citizens: Think globally about issues in their profession; adopt an informed and balanced approach across professional and international boundaries; understand issues in their profession from the perspective of other cultures; communicate effectively in diverse cultural and social settings; make creative use of technology in their learning and professional lives.

UC graduates are lifelong learners: Reflect on their own practice, updating and adapting their knowledge and skills for continual professional and academic development; be self-aware; adapt to complexity, ambiguity and change by being flexible and keen to engage with new ideas; evaluate and adopt new technology.

UC graduates are able to demonstrate Aboriginal and Torres Strait Islander ways of knowing, being and doing: Use local Indigenous histories and traditional ecological knowledge to develop and augment understanding of their discipline.

Awards

Award	Official abbreviation
Master of Public Health	M PubHealth

Alternative exits

Alternative exit award Graduate Certificate in Public Health (GradCertPubHealth):

Students may exit early from the Master course if they have passed 12 credit points as follows:

11924 Health Promotion Principles PG

10054 Ecological Public Health PG

11925 Policy and Public Health PG

9594 Epidemiology and Principles of Research PG

Alternative exit award Graduate Diploma in Public Health (GradDipPubHealth):

Students may exit early from the Master course if they have passed 24 credit points as follows:

a. Must have passed 18 credit points from:

11924 Health Promotion Principles PG
10054 Ecological Public Health PG
11925 Policy and Public Health PG
9594 Epidemiology and Principles of Research PG
6486 Research Planning PG
12118 Introduction to Biostatistics PG

b. 6 credit points to be completed from the following units:

10055 Global Health PG
11478 Indigenous Health: Contemporary Issues PG
10053 Communicable Disease Control PG
12119 Evaluation of Health Programs PG
12165 Indigenous Health: Contemporary Issues PG

Enquiries

Student category	Contact details
Current and Commencing Students:	Email: Health.Student@canberra.edu.au or Phone: 1300 301 727
Prospective Domestic Students:	Email study@canberra.edu.au or Phone 1800 UNI CAN (1800 864 226)
Prospective International Students	Email international@canberra.edu.au or Phone +61 2 6201 5342

Download your course guide



Scholarships

Find the scholarship that's the right fit for you

[Explore Scholarships](#)

Printed on 10, May, 2025

University of Canberra, Bruce ACT 2617 Australia

+61 2 6201 5111

ABN 81 633 873 422

CRICOS 00212K

TEQSA Provider ID: PRV12003 (Australian University)

UC acknowledges the Ngunnawal people, traditional custodians of the lands where Bruce campus is situated. We wish to acknowledge and respect their continuing culture and the contribution they make to the life of Canberra and the region. We also acknowledge all other First Nations Peoples on whose lands we gather.