



THE UNIVERSITY OF NOTRE DAME AUSTRALIA

Program Code: 3584

CRICOS Code: 116674E

## **PROGRAM REQUIREMENTS:**

### **Bachelor of Education (Early Learning) BEd(EL)**

Program Code: 3580

### **Bachelor of Early Learning B(Early Learning)**

Responsible Owner: National Head of School of Education  
Responsible Office: Faculty of Education and Philosophy & Theology  
Contact Officer: National Manager, Enrolments, Fees & Student Administration  
Effective Date: 1 January 2024



THE UNIVERSITY OF  
**NOTRE DAME**  
A U S T R A L I A

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## 2 AMENDMENTS

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Amendments to these requirements will be made in accordance with the General Regulations.

Version	Date Amended	Amendment Details	Approved by
1	Jun-2023	New Program Created	AC
2	Nov-2023	Including 3580 in the Program Requirements	Exec Decision
3	September 2024	Addition of CRICOS code for program 3584 Amending student availability to align with the addition of CRICOS code	TEQSA Executive Dean
4	November 2024	Updated LANTITE requirements	Faculty Board
5	June 2025	Amendment to Entry Pathway & RE Accreditation courses	Faculty Board

### 3 PURPOSE

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These Program Requirements set out the approved requirements for the Bachelor of Education (Early Learning) and Bachelor of Early Learning.

### 4 OVERVIEW

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#### 4.1 Campus Availability

The Bachelor of Education (Early Learning) and the Bachelor of Early Learning have been approved for delivery on Fremantle campus.

#### 4.2 Student Availability

The Bachelor of Education (Early Learning) is available for enrolment to domestic Students and international Students with a Student Visa.

The Bachelor of Early Learning is an exit award nested within the Bachelor of Education (Early Learning).

#### 4.3 Australian Qualifications Framework

The Bachelor of Education (Early Learning) is accredited by the University as a Level 7 AQF qualification.

The Bachelor of Early Learning is accredited by the University as a Level 7 AQF qualification.

#### 4.4 Duration

##### **Bachelor of Education (Early Learning)**

- (i) The Volume of Learning for the Bachelor of Education (Early Learning) is four (4) years of equivalent full-time study.
- (ii) An option to complete this Program Part-time is available.
- (iii) An exit award is provided at the end of year 1: Diploma of Early Learning Studies
- (iv) An exit award is provided at the end of year 3: Bachelor of Early Learning

##### **Bachelor of Early Learning**

- (i) The Volume of Learning for the Bachelor of Early Learning is three (3) years of equivalent full-time study.
- (ii) An option to complete this Program Part-time is available.
- (iii) An accelerated option to complete the Program is not available.

#### 4.5 Maximum Duration

The maximum period of time within which a student is permitted to complete the Bachelor of Education (Early Learning) Award is detailed in the University's General Regulations.

The maximum period of time within which a student is permitted to complete the Bachelor of Early Learning Award is detailed in the University's General Regulations.

#### 4.6 Study Mode

The Bachelor of Education (Early Learning) and Bachelor of Early Learning are offered in Internal Study mode.

#### 4.7 Professional Accreditation

The Bachelor of Education (Early Learning) is accredited by the national body the Australian Institute for Teaching and School Leadership (AITSL) via the agency of the Teachers Registration Board of Western Australia (TRBWA).

The Bachelor of Education (Early Learning) is also accredited by the national Australian Children's Education and Care Quality Authority. To obtain teacher registration, students must apply to their local Teaching Authority and are advised to check their specific State-based requirements.

The Bachelor of Early Learning is recognised as an exit award by the national Australian Children's Education and Care Quality Authority.

## 5 ENTRY REQUIREMENTS

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### 5.1 University Admission Requirements Bachelor of Education (Early Learning)

To be eligible for admission to The University of Notre Dame Australia, all applicants must meet the [University's minimum requirements for admission](#). The requirements for admission are detailed in the University's Policy: *Admissions*.

#### Bachelor of Early Learning

There are no university admission requirements for this program as it is an exit award.

### 5.2 Specific Program Requirements for Admission

#### Bachelor of Education (Early Learning)

5.2.1 To be eligible for admission to the Bachelor of Education (Early Learning) applicants must also meet the following specific requirements.

- Specific Program Requirements for Admission Education students who have English as an Additional language and are admitted on the basis of an International English Language Testing System (IELTS) assessment, or an equivalent English language proficiency assessment, are only admitted if they have attained an overall IELTS (or equivalent) score of 8.0 (with no score below 7.0 in any of the four skills areas and a score of no less than 8.0 in speaking and listening).

5.2.2 Applicants who have completed a Diploma of Early Childhood Education and Care (CHC50121) or Diploma of Children's Services (CHC50302) accredited by the Australian Children's Education and Care Quality Authority (ACECQA) within the last ten (10) years and have worked the equivalent of one (1) year FTE 1.0 in the early learning sector will be eligible for prescribed Advanced Standing to articulate into the Bachelor Education Early Learning.

Applicants who meet the above criteria for entry from a Diploma in Early Childhood Education maybe eligible for Advanced Standing as outlined below:

Semester 1	Semester 2
EDUC1032: Contemporary Theories on Child Development and Learning	EDUC1036: Holistic Care for Young Children
EDUC1027: Inclusion and Diversity in	EDUC1028: Teaching and Learning in

Early Childhood	Context (10 days Practicum)*
EDUC1033: Understanding and Guiding Children's Behaviour	EDUC1035: Health, Wellbeing and Fundamental Movement Skills
EDUC1034: Play as Pedagogy	

\*To meet teacher registration requirements students must complete an additional 10 days of practicum during the program in the course EDUC2046 Foundations of Language and Literacy.

### **Bachelor of Early Learning**

There are no specific program requirements for this program.

## **6 PRACTICUM OR INTERNSHIP REQUIREMENTS**

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**6.1** Students are required to complete all practicums within the program.

### **6.1.1. Bachelor of Education (Early Learning)**

EDUC1028: Teaching and Learning in Context

EDUC2046: Foundations of Language and Literacy

EDUC3064: Early Intervention in Early Childhood Contexts

EDUC3055: Theory to Practice: K/PP Professional Experience (25 Days)

EDUC4041: Teaching Internship

### **6.1.2. Bachelor of Early Learning**

EDUC1028: Teaching and Learning in Context

EDUC2046: Foundations of Language and Literacy

EDUC3064: Early Intervention in Early Childhood Contexts

EDUC3058: Theory to Practice: K/PP Professional Experience (50 Days)

**6.2** Students are required to provide relevant clearance documents as directed by the School of Education.

## **7 PROGRAM REQUIREMENTS**

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### **7.1 Program Description**

The Bachelor of Education (Early Learning) qualifies graduates to work with children in both early learning and primary school settings in WA. The program strikes a balance between theory and practice. In addition to core developmental and learning areas students engage in 95 days of professional experience. The Bachelor of Education (Early Learning) offers students the unique opportunity to complete a Specialisation leading to Accreditation to teach in Catholic schools or the opportunity to complete a Major in Special and Inclusive Education.

The **Bachelor of Early Learning** is nested within the Bachelor of Education (Early Learning) and provides an exit award and the conclusion of Year Three of FTE study. The exit award is provided specifically for students seeking employment in the pre-compulsory school setting in WA and therefore is accredited with ACECQA but is not a TRBWA Accredited teaching qualification.

### **7.2 Program Learning Outcomes**

Upon successful completion of the **Bachelor of Education (Early Learning)** graduates will:

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**Knowledge:**

1. Synthesise knowledge of current research and theoretical perspectives of early years education;
2. Synthesise knowledge of relevant and current perspectives on child development for the emotional, personal, social, language, cognitive, physical, spiritual, creative, and cultural domains in order to make planning, teaching and assessment responsive to the needs of the child;
3. Demonstrate the required knowledge of curriculum and policy frameworks and their application across early years' contexts;
4. Critically reflect on international perspectives and contemporary issues in early childhood;

**Practice:**

5. Demonstrate effective communication and collaborative skills in a variety of early years' contexts;
6. Demonstrate competence in planning and implementing teaching and learning engagements for children from diverse backgrounds and of ranging abilities, based on sound understandings of early years' pedagogy drawn from research and theory;
7. Apply professional and practice knowledge and skills to plan, teach, assess, and evaluate programs that establish a strong foundation for children's well-being and future success;

**Engagement:**

8. Utilise skills for engaging appropriate and effective partnerships with families, communities, organizations and other professionals;
9. Develop dispositions for continued learning in evolving teaching contexts including the development of skills in inquiry, self-reflection, and advocacy.

Upon successful completion of the **Bachelor of Early Learning**

**Knowledge:**

1. Synthesise knowledge of current research and theoretical perspectives of early years education;
2. Synthesise knowledge of relevant and current perspectives on child development for the physical, social, emotional, cognitive, spiritual, and cultural domains in order to make planning, teaching and assessment responsive to the needs of the child;
3. Demonstrate the required knowledge of curriculum documents and their application across the birth to age 5 setting, including the Early Years Learning Framework;
4. Critically reflect on international perspectives and contemporary issues in early childhood education across the birth to age 5 setting;

**Practice:**

5. Demonstrate effective communication and collaborative skills in a variety of educational contexts;
6. Show competence in planning and implementing teaching and learning engagements for children aged from birth to 8 years from diverse backgrounds and of ranging abilities, based on sound understandings of pedagogy drawn from research and theory;
7. Apply professional and practice knowledge and skills to plan, teach, assess, and evaluate programs that establish a strong foundation for children's well-being and future success;

**Engagement:**

8. Utilise skills for engaging appropriate and effective partnerships with key stakeholders
9. Develop dispositions for continued learning in evolving teaching contexts including the development of skills in inquiry, self-reflection, and advocacy.

**7.3 Special Award Requirements**

- 7.3.1 In their first year, all students will be required to attempt the national Literacy and Numeracy Test for Initial Teacher Education (LANTITE). Prior to being eligible for the final

internship professional placement in the program all students must successfully demonstrate the required minimum level of personal literacy and numeracy through meeting the standard on LANTITE.

The test is administered externally by the Australian Council for Educational Research (ACER) (<https://teacheredtest.acer.edu.au/register>). Students will be required to register with ACER and pay for the test.

- 7.3.2 Students who complete the four-year **Bachelor of Education (Early Learning)** must successfully complete the Graduate Teacher Performance Assessment (GTPA) after completing the final teaching internship in order to graduate from this program.

7.3.4. There are not special award requirements for the **Bachelor of Early Learning**.

#### **7.4 Required Courses**

To be eligible for the award of **Bachelor of Education (Early Learning)** students must complete a minimum of 800 Units of Credit chosen from the courses listed in Appendix A comprising:

- 50 Units of Credit from two (2) Core Curriculum Courses
- 650 Units of Credit of Compulsory Courses
- 75 Units of Credit of additional courses to complete either: a specialisation in Religious Education OR a major in Special and Inclusive Education, the requirements of which are listed in Appendix C

To be eligible for the award of **Bachelor of Early Learning (Exit Award)** students must complete a minimum of 600 Units of Credit chosen from the courses listed in Appendix B comprising:

- 50 Units of Credit from two (2) Core Curriculum Courses
- 525 Units of Credit of Compulsory Courses
- 25 Units of Credit of additional courses from either: the specialisation in Religious Education OR the major in Special and Inclusive Education, as listed in in Appendix C.

#### **7.5 Elective Courses**

Students enrolled in the Bachelor of Education (Early Learning) and Bachelor of Early Learning are required to complete 25 Units of Credit of Prescribed Elective Courses (that is, one prescribed elective course).

Students wishing to exit with the Bachelor of Early Learning are required to complete 'EDUC3058: Theory to Practice: K/PP Professional Experience (50 days)'; those students wishing to continue and complete the Bachelor of Education (Early Learning) are required to complete 'EDUC3055: Theory to Practice: K/PP Professional Experience (25 days)'.

#### **7.6 Course substitutions**

Course substitutions, where permitted, must be approved by the Head of School.

#### **7.7 Specialisations**

##### **Bachelor of Education (Early Learning)**

A specialisation in Religious Education is available to students.

##### **Bachelor of Early Learning**

There are no specialisations in the exit award.

#### **7.8 Majors**

##### **Bachelor of Education (Early Learning)**

A major in Special and Inclusive Education is available to students.

**Bachelor of Early Learning**

There are no majors in the exit award.

## 8 DEFINITIONS

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For the purpose of these Requirements, the following definitions are available in the General Regulations.

- Leave of Absence
- Major
- Units of Credit
- Pre-requisite Course
- Minor
- Elective
- Co-requisite Course
- Specialisation
- General Elective

## 9 LIST OF APPENDICES

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### APPENDIX A: Bachelor of Education (Early Learning)

#### **Core Curriculum**

CORE1000: Foundations of Wisdom	25
Core Curriculum Elective	25

#### **Compulsory Courses**

EDUC1032: Contemporary Theories on Child Development and Learning	25
EDUC1027: Inclusion and Diversity in Early Childhood	25
EDUC1033: Understanding and Guiding Children's Behaviour	25
EDUC1034: Play as Pedagogy	25
EDUC1035: Health, Wellbeing and Fundamental Movement Skills	25
EDUC1028: Teaching and Learning in Context	25
EDUC1036: Holistic Care for Young Children	25

EDUC2046: Foundations of Language and Literacy	25
EDUC2059: Mathematical Development – 0-5 Years Numeracy and Mathematics	25
EDUC2064: Pedagogical Documentation in Early Childhood	25
EDUC2065: Professionalism, Leadership and Management in Early Childhood	25
EDUC3046: Aboriginal and Torres Strait Islander Students: Culturally Responsive Connections	25
EDUC2066: Catering for Children with Special Needs	25
EDUC2067: Integrating Language and Literacy Through the Arts	25
EDUC2068: Scientific and Digital Inquiry in Early Childhood	25

EDUC3061: Families and Partnerships in Teaching and Learning	25
EDUC3062: Mathematical Development – 0-8 Years Numeracy and Mathematics	25
EDUC3063: Language and Literacy 1	25
EDUC3064: Early Intervention in Early Childhood Contexts	25
EDUC3056: Trends in Early Childhood Education and Care	25

EDUC4037: Humanities and Social Sciences in Early Childhood	25
EDUC4039: Mathematical Development – 5-8 years Numeracy and Mathematics	25
EDUC4040: Language and Literacy 2	25
EDUC4036: Research Capstone	25
EDUC4038: Professional Engagement	25
EDUC4041: Teaching internship	25

Either a <b>Specialisation</b> in Religious Education OR a <b>Major</b> in Special and Inclusive Education	75
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## APPENDIX B: Bachelor of Early Learning

### **Core Curriculum**

CORE1000: Foundations of Wisdom	25
Core Curriculum Elective	25

### **Compulsory Courses**

EDUC1032: Contemporary Theories on Child Development and Learning	25
EDUC1027: Inclusion and Diversity in Early Childhood	25
EDUC1033: Understanding and Guiding Children's Behaviour	25
EDUC1034: Play as Pedagogy	25
EDUC1035: Health, Wellbeing and Fundamental Movement Skills	25
EDUC1028: Teaching and Learning in Context	25
EDUC1036: Holistic Care for Young Children	25

EDUC2046: Foundations of Language and Literacy	25
EDUC2059: Mathematical Development – 0-5 Years Numeracy and Mathematics	25
EDUC2064: Pedagogical Documentation in Early Childhood	25
EDUC2065: Professionalism, Leadership and Management in Early Childhood	25
EDUC3046: Aboriginal and Torres Strait Islander Students: Culturally Responsive Connections	25
EDUC2066: Catering for Children with Special Needs	25
EDUC2067: Integrating Language and Literacy Through the Arts	25
EDUC2068: Scientific and Digital Inquiry in Early Childhood	25

EDUC3061: Families and Partnerships in Teaching and Learning	25
EDUC3062: Mathematical Development – 0-8 years Numeracy and Mathematics	25
EDUC3063: Language and Literacy 1	25
EDUC3064: Early Intervention in Early Childhood Contexts	25
EDUC3056: Trends in Early Childhood Education and Care	25

Either a <b>course</b> from the <b>Specialisation</b> in Religious Education OR a <b>course</b> from the <b>Major</b> in Special and Inclusive Education	25
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EDUC3058: Theory to Practice	25
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## APPENDIX C: Specialisations and Majors

### Religious Education Specialisation

The specialisation in Religious Education includes the Core Curriculum Elective taken by all students.

To complete this specialisation, students must additionally complete the following three (3) courses:

Course Code	Course Title	Credit Points
EDUC2050	Teaching the Sacraments	25
EDUC3050	Introduction to the Bible and Church	25
EDUC3076	Teaching Jesus, the Christ	25

### Major in Special and Inclusive Education

The major in Special and Inclusive Education includes the following five (5) compulsory courses taken by all students:

- EDUC1027 Inclusion and Diversity in Early Childhood
- EDUC1032 Contemporary Theories on Child Development and Learning
- EDUC3064 Early intervention in Early Childhood Contexts
- EDUC2066 Catering for Children with Special Needs
- EDUC4036 Research Capstone

To complete this major, students must additionally complete the following three (3) courses:

Course Code	Course Title	Credit Points
EDUC3065	Communication Needs and Challenges in Early Childhood Education	25
EDUC4042	Autism Spectrum in Early Childhood	25
EDUC4043	Differentiated Learning Project	25

## APPENDIX D: Bachelor of Education Early Learning (Articulation Pathway for Diploma trained)

Applicants who have completed a Diploma of Early Childhood Education and Care (CHC50121) or Diploma of Children's Services (CHC50302) accredited by the Australian Children's Education and Care Quality Authority (ACECQA) within the last ten (10) years and have worked the equivalent of one (1) year FTE 1.0 in the early learning sector are eligible for 175 unit of credit in the following courses:

### **Year One (Eligible for Advanced Standings)**

*EDUC1032: Contemporary Theories on Child Development and Learning 25*

*EDUC1027: Inclusion and Diversity in Early Childhood 25*

*EDUC1033: Understanding and Guiding Children's Behaviour 25*

*EDUC1034: Play as Pedagogy 25*

*EDUC1035: Health, Wellbeing and Fundamental Movement Skills 25*

*EDUC1028: Teaching and Learning in Context 25*

*EDUC1036: Holistic Care for Young Children 25*

### **Year Two**

EDUC2046: Foundations of Language and Literacy (Practicum course – 30 days) 25

EDUC2059: Mathematical Development – 0-5 Years Numeracy and Mathematics 25

EDUC2064: Pedagogical Documentation in Early Childhood 25

EDUC2065: Professionalism, Leadership and Management in Early Childhood 25

EDUC3046: Aboriginal and Torres Strait Islander Students: Culturally Responsive Connections 25

EDUC2066: Catering for Children with Special Needs 25

EDUC2067: Integrating Language and Literacy Through the Arts 25

EDUC2068: Scientific and Digital Inquiry in Early Childhood 25

### **Year Three**

EDUC3061: Families and Partnerships in Teaching and Learning 25

EDUC3062: Mathematical Development – 0-8 Years Numeracy and Mathematics 25

EDUC3063: Language and Literacy 1 25

EDUC3064: Early Intervention in Early Childhood Contexts 25

EDUC3056: Trends in Early Childhood Education and Care 25

EDUC3055: Theory to Practice (K/PP Placement 25 days) 25

### **Year Four**

EDUC4037: Humanities and Social Sciences in Early Childhood 25

EDUC4039: Mathematical Development – 5-8 years Numeracy and Mathematics 25

EDUC4040: Language and Literacy 2 25

EDUC4036: Research Capstone 25

EDUC4038: Professional Engagement 25

EDUC4041: Teaching internship (40 days) 25

### **Core Curriculum**

CORE1000: Foundations of Wisdom 25

Core Curriculum Elective 25

Either a **Specialisation** in Religious Education OR a **Major** in Special and Inclusive Education 75CP