

Master of Education (Innovation & Change)

1. About the Master of Education (Innovation & Change)

The Master of Education (Innovation and Change) draws on a range of contemporary educational principles and processes to ensure learners are experiencing a learning environment that is safe, supportive, challenging and authentic. The course emphasises the development of problem-solving skills and capacities, with a particular focus on going beyond problems provided to students, to the identification of issues and opportunities that exist within the learner's professional context. In this way, the course provides a foundation of skills, tools and knowledge that will enable students to develop as leaders in their professional practice.

Graduate employment opportunities

Graduates of the Master of Education (Innovation and Change) can progress to further postgraduate studies in related fields of education and/or PhD studies. This qualification is also well-suited for those currently in or aspiring to leadership roles within schools who wish to extend their knowledge and practice within the specific field of innovation and change management (for example, heads of department, lead teachers, assistant principals/principals).

Course Overview

Course Title	Master of Education (Innovation & Change)		
Study Options – Domestic Australian students	Online Study	Study Options – International students	The course is currently not offered to International students requiring a student visa to study in Australia
Start Dates	February, June, September For specific dates visit the website .	Course Length	Full-time: 2 years (6 trimesters) Part-time: 4 to 6 years
Payment Options - Domestic Australian students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p> <p>FEE-HELP FEE-HELP is Australian Government’s loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold. Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.</p>	Payment Options – International students	<p>Upfront payment This means tuition fees will be invoiced each semester and payment is required on or before the due date.</p>
Course study requirements	Each subject involves 10 hours of study per week, comprising 3 hours of facilitated study and 7 hours self-directed study.	Assessment	Essays, reports, presentations scenario and case studies, and reflective journals. Other assessment tasks may include research, collaboration / facilitation of discussion, scenario responses and problem based tasks.
Locations	Online	Delivered by	Torrens University Australia
Provider	Torrens University Australia Ltd is registered as a self-accrediting Australian university by the Tertiary Education Quality and Standards Agency (TEQSA).	CRICOS Course Code	095586E

Provider obligations	Torrens University is responsible for all aspects of the student experience, including the quality of course delivery, in compliance with the Higher Education Standards 2015	Accrediting body	Torrens University Australia Limited ABN 99 154 937 005, CRICOS Provider Code: 03389E. RTO No. 41343
Course Fees	For details, refer to the website .	Any other fees	For details, refer to the website .

2. Essential requirements for admission

The general admission criteria that apply to Torrens University Australia courses can be located by visiting the Torrens University Australia website - <https://www.torrens.edu.au/general-admission-information-for-torrens-university-australia-ltd>.

3. Admission Criteria

Title of course of study	Master of Education (Innovation & Change)
Applicants with higher education study	<p>Applicants must have completed four years of formal teacher education from an Australian institution or a recognised equivalent qualification.</p> <p>For those without formal teacher training:</p> <p>A completed qualification at AQF Level 7 (Bachelor degree) or above from an Australian University or a recognised equivalent qualification</p> <p>AND</p> <p>3 years relevant professional work experience</p> <p>OR</p> <p>Completed postgraduate qualification in an Education related field</p> <p>Note: Relevant professional work experience includes experience in an education or training environment, post graduate studies in the same area as above or a job that involved an educational / training context.</p>
Applicants with vocational education and training (VET) study	Not applicable
Applicants with work and life experience	<p>Demonstrated ability to undertake study at the required level:</p> <ul style="list-style-type: none"> • broadly relevant work experience (documented e.g. CV), demonstrating a reasonable prospect of success; OR • formal, informal or non-formal study, completed or partially completed, demonstrating a reasonable prospect of success; OR • written submission to demonstrate reasonable prospect of success; OR discipline specific portfolio (art and/or design).
English Language Proficiency (applicable to international students, and in addition to academic or special entry requirements noted above)	Equivalent IELTS 6.5 (Academic) with no skills band less than 6.00

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Applicants with recent secondary education (within the past two years) with ATAR or equivalent* (for applicants who will be selected wholly or partly on the basis of ATAR)	Not applicable

Other admission options

(For applicants who will be selected on a basis other than ATAR)

Special Entry	Not applicable
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4. How to apply

Via direct application to the institution

- o <https://apply.torrens.edu.au/>

5. Advanced standing/academic credit/recognition of prior learning (RPL)

You may be entitled to credit for prior learning, whether formal or informal. Formal learning can include previous study in higher education, vocational education, or adult and community education. Informal learning can include on the job learning or various kinds of work and life experience. Credit can reduce the amount of study needed to complete a degree.

Applicants admitted based on prior higher education study may be eligible for Advanced Standing in the form of credit and/or recognition of prior learning (RPL) under the Torrens University Australia [Credit Policy - \(https://www.torrens.edu.au/policies-and-forms\)](https://www.torrens.edu.au/policies-and-forms)

- Students with completed subjects may be eligible for specified credit and/or elective exemptions
- Students who have completed a qualification at AQF level 5 (diploma) or above may be eligible for block credit (where a block credit agreement exists)
- Students with a mix of formal study and informal and/or non-formal learning may be eligible for recognition of prior learning in addition to any credit approved.

Credit will not be applied automatically. Applicants must apply for credit and/or RPL as early as possible prior to each study period, with applications not accepted after week 2.

For further information about credit and recognition of prior learning please see <http://www.torrens.edu.au/apply-online/course-credits>.

6. Where to get further information

- Torrens University Australia (TUA) Website <https://www.torrens.edu.au/>
- Universities Admissions Centre (UAC) Website <http://www.uac.edu.au/>
- Quality Indicators for Learning and Teaching (QILT) Website <https://www.qilt.edu.au/>

7. Additional Information

Course Structure

The Master of Education (Innovation & Change) course structure is comprised of 8 subjects (80 credit points). The course of study consists of 8 core and no elective subjects at 10 credit points each.

The course structure can be viewed or downloaded at the Student Hub, Course webpage
<https://studenthub.torrens.edu.au/Hub/education>

Course Rules

To graduate with the Master of Education (Innovation & Change), students must satisfactorily complete 8 core subjects.

Subjects

SUBJECT DETAILS
<p>DTE401 Design Thinking for Education</p> <p>Design thinking is an approach to innovation that involves identifying ‘problems’ or issues in a particular context, considering those who have a stake in these problems/issues, and designing a range of possible solutions that are then tested and refined in practice. In this subject, students will explore the concepts and processes of design thinking, including the origins of design thinking and its use across a range of disciplines and contexts. Following these general processes, students will then engage in a design thinking process to identify and address an issue within their own professional context. Through this design thinking process, students will engage in reflection and analysis of their professional skills, knowledge and judgement, and ultimately arrive at an advanced understanding of their roles as innovators and leaders in education.</p>
<p>IED402 Innovation for Education</p> <p>In this subject students will analyse a variety of examples of innovative educational practice (including, for example, practices relating to the support of students with additional educational needs), critically examine the meaning of innovation and debate whether innovation can be quantified and measured. Students will be supported to identify problems/issues within education practice and will utilise tools and thinking processes designed to assist in the generation of innovative solutions. Finally, students will explore evaluation methodology as a means of analysing innovation outcomes relevant to their professional context in a systematic way.</p>
<p>TED403 Technology and Education</p> <p>This subject challenges students to engage with a diverse range of educational technologies with a view to critically examining the relevance and application of such technologies within their professional context. More broadly, students will engage critically with the discourses surrounding technologies in education, refining their skills of critique and analysis to articulate the principles through which educators might make informed decisions about the effectiveness and appropriateness of specific technologies for learning. The subject will provide students with the opportunity to consider specific technologies that are relevant for</p>

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Information provided in this document is current at the time of publishing (March 2021).

SUBJECT DETAILS

their professional setting, for example technologies to engage students with Autism, and/or technologies relevant to the teaching of particular disciplines.

PLP601 Professional Learning Project

This subject provides students with an opportunity to plan and carry out a small-scale, self-study project within one trimester of study. Students will design a project around an issue or problem relating to their current professional practice and implement this project with a focus on achieving positive change in their own practice. In designing and implementing their projects, students will draw on their learning across all other subjects within this program, linking theory to practice and applying their understandings relating to processes and technologies that support innovation in education.

Prerequisites: DTE401, IED402, TED403

EDU6000 Becoming a High-achieving Professional

Research indicates that excellence in teaching is the single most powerful influence on student achievement. In this subject, students explore what it means to be a high achieving professional educator in today's diverse and changing educational landscape. Students will critically examine the Australian Institute for Teaching and School Leadership's (AITSL) Australian Professional Standards for Teachers at the lead teacher career stage. This assists them in developing a deeper understanding of their content area and articulating why their selected teaching practices and strategies are important in shaping learning in ways that are meaningful and valuable to diverse learners. The subject also assists students in articulating why they are expert pedagogues able to make appropriate professional judgments that successfully shape the manner in which they teach and respond to their students' learning.

UED602 Understanding and Interpreting Education Data

Data can be useful to inform change but it is also open to misuse and misinterpretation. Most large national and international education databases such as OECD, PISA, NAPLAN, TIMMS are accessible to all educators but require specific skills to analyse and interpret. In this subject students will critically explore and interpret International and national education. Politicians and education leaders often rely on such large datasets to inform policy decisions, change and practice, thus it is extremely important for educators to be able to critically interrogate and interpret large datasets to inform any decisions and interventions.

EMP603 Education Major Project A

The Education Major Project provides students with an opportunity to plan and carry out an innovation/change or research project over two trimesters. Project A introduces and explores methodology and encourages critical and systematic reflection on your professional context. Students design an innovation/change or research project around an issue or problem related to their current context. This project enables students to draw on previous course work and apply theories, concepts and practices to improve an identified aspect of their context.

Prerequisite: PLP601

EMP604 Education Major Project B

Education Major Project B requires students to engage in an innovation/change or research project previously planned to demonstrate competence in the implementation of innovation/change or research processes. There is also a focus in the subject on the interpretation and presentation of the findings of the project, and the implications of such work for future practice.

SUBJECT DETAILS

Prerequisite: EMP603

Locations

The Master of Education (Innovation & Change) can be studied fully online.

Campus Facilities and Services

All campuses are designed to provide students with professional spaces in which to learn and work. They have been planned with student study needs in mind with well-equipped accessible learning spaces as well as student breakout areas for group work and spending time with friends.

A positive student experience

Torrens University Australia values the importance of a positive student experience, and therefore has robust processes to resolve student complaints. The Student Complaints Policy, and associated procedures, can be accessed from the [website](https://www.torrens.edu.au/policies-and-forms) (<https://www.torrens.edu.au/policies-and-forms>).

Paying for your qualification

We offer two payment options for this course:

- **Upfront payment**

If you want to complete your qualification debt-free you can choose to pay as you go. This means tuition fees will be invoiced each semester and payment is required on or before the due date using EFTPOS, credit card or direct transfer.

- **FEE-HELP**

FEE-HELP is Australian Government's loan scheme for higher education degree courses. It can assist you in paying for all, or part of, your course fees. Repayments commence via the tax system once your income rises above a minimum threshold (\$45, 881 in 2019-20). Just like with any other debt, a FEE-HELP debt is a real debt that impacts your credit rating.

Further information about FEE-HELP, including eligibility, is available at:

- FEE-HELP website:
<http://studyassist.gov.au/sites/studyassist/help-payingmyfees/fee-help/pages/fee-help->
- FEE-HELP booklets:
<http://studyassist.gov.au/sites/studyassist/helpfulresources/pages/publications>

Austudy and Abstudy

Students enrolled in this course may be eligible for government assistance, such as [Austudy](#) or [Abstudy](#).