COURSE HANDBOOK

ALPHACRUCIS COLLEGE

BACHELOR OF EDUCATION (PRIMARY)

OVERVIEW

TEACH WITH HEART		
The Bachelor of Education (Primary) equips graduates with a fully accredited professional teaching qualification accredited by TEQSA and NESA. Designed for aspiring teachers and career changers, the Bachelor of Education (Primary) accredits you to teach in Independent and Public Primary Schools.	Program Director	Stephen Brinton
	Level	AQF Level 7 (Undergraduate)
	Qualification	Bachelor Degree
	Subjects	32
	IELTS	7.5*
	CRICOS Code	089241C
	Accreditation	Self-accreditation (TEQSA) Professional accreditation (NESA)
	Course Length	4 years full-time; up to 12 years part-time

The Bachelor of Education (Primary) is a pre-service teacher education program, designed to meet the Australian Professional Standards for Teachers – professional knowledge, professional practice and professional engagement at the undergraduate teacher level. It equips students for provisional registration as generalist teachers for all primary school year levels. It provides a core of pedagogy in each of the Key Learning Areas (KLAs) and professional experience. In addition to developing general skills in critical thinking, problem-solving, teamwork, and communication, the graduates will be equipped with theoretical knowledge in curriculum development and pedagogy, as well as skills in education areas, to equip them for classroom teaching.

The purpose of this Level 7 Bachelor coursework program is to integrate a well-developed foundation in educational knowledge, with a coherent theoretical understanding and professional experience framed within a Christian ethic of caring for their neighbour. In this sense, the BEd (Primary) acts as an integrated environment for the preparation of students who wish to develop skills for a diverse range of educational applications. This can also take them on to postgraduate study in a selected area of practice.

The course builds on the College's established expertise in producing graduates who embody integrity, professional knowledge, and social skills, making a positive contribution to society. It develops the professional skills necessary to teach the full range of the primary curriculum and trains students in how to engage with communities of practice for ongoing support throughout their careers.

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AC GRADUATE ATTRIBUTES

Christian Worldview
A knowledge of the Christian story, derived from the Scriptures and tradition of the church. An awareness of the implications of this story for self-identity in the context of local and global communities. This includes a commitment to engage with alternate worldviews, showing appreciation of the values and perspectives of others.

Leadership
The ability to provide effective Christian leadership to individuals, groups and organisations, demonstrated in the capacity to influence and enable others to accomplish worthwhile objectives which contribute to the human good and the kingdom of God. This includes seeking to emulate the example of Jesus Christ in serving and empowering others.

Integrity and Justice
The ability to apply a Christian worldview in the diverse situations and responsibilities of life, and to exercise faith, hope, love and generosity as prevailing attitudes. This includes the active promotion of the gospel, social justice, equality, mutual respect and an ecological ethos.

Communications
The ability to communicate effectively to a range of audiences, in appropriate contexts using high levels of verbal, written and technological skills. This includes visual and media literacy, numeracy, rhetoric and persuasion.

Personal and Social Skills
Demonstrate relational skills that incorporate the flexibility for both independent and collaborative situations. This includes personal and group organizational skills, conflict management and resolution, as well as the ability to value and respect the opinions of others.

Critical and Creative Thinking
A capacity for critical and reflective thinking that is explored not only individually but within a community context. This includes a capacity to be creative and to research, analyse and resolve problems in innovative and prophetic ways.

Professional Knowledge
Use and maintain knowledge about a discipline or field, in terms of theoretical, conceptual and methodological elements, striving continually and independently to secure further knowledge and where appropriate, defined professional skills.

LEARNING OUTCOMES

Specification	AQF Level 7	AC Learning Outcomes
Knowledge	Graduates of a Bachelor Degree will have a broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning	Demonstrate: • broad and coherent knowledge of Christian doctrine, tradition and history as a foundation for the development of a Christian worldview; • in-depth knowledge of key issues and practices in the discipline area of primary teaching; • general knowledge of scholarship and recent developments in the KLA's pertaining to primary teaching, including, where appropriate, across disciplines; • broad and coherent understanding regarding the planning, implementation, assessment and reporting of pedagogically sound learning activities consistent with a Christian worldview and appropriate to the demands of the teaching context;
Skills	• Cognitive skills to review critically, analyze, consolidate and synthesize knowledge • Cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas • Cognitive and creative skills to exercise critical thinking and judgement in identifying and solving problems with intellectual independence • Communication skills to present a clear, coherent and independent exposition of knowledge and ideas	Demonstrated ability to: • analyse and interpret the stages of development in physical, cognitive, social/emotional and spiritual growth in children and apply it to diagnosis and teaching strategies for progression of students; • analyse and synthesise various pedagogical approaches with differing ideologies and develop skills and strategies (including technologies) to enhance the quality of learning for all students, including those from marginalised communities; • communicate effectively coherent ideas and proposed solutions to peers and general audiences in diverse contexts; • identify and critically evaluate new developments of research and scholarship in the discipline area of primary teaching; • discuss and analyse contemporaneous topics, issues and challenges impacting on primary teaching, from a Christian worldview, to develop appropriate solutions;

LEARNING OUTCOMES

Application of Skills and Knowledge	Demonstrated:	Demonstrated ability to:
	- With initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship - To adapt knowledge and skills in diverse contexts - With responsibility and accountability for own learning and professional practice and with collaboration with others within broad parameters	- discuss and analyse contemporaneous topics, issues and challenges impacting on primary teaching, from a Christian worldview, to develop appropriate solutions; - comply with professional codes of ethics and regulations which impact on the ability to work with children and keep abreast of changes in the legislation and practice applicable to the specific teaching context; - work independently, responsibly and with the level of professionalism expected of an expert in primary teaching; - collaborate with the broader community of Christian teachers and school leaders to provide appropriate collegial support; - undertake self-reflection and evaluation of teaching performance for the purpose of vocational development.

COURSE HANDBOOK

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COURSE STRUCTURE

Structure of the course of study: The course structure is based on eight semesters (each of 13 weeks duration), with four subjects taught in each semester. It comprises:

- 27 core compulsory subjects
- 4 professional experience subjects
- 1 electives subjects

Professional Experience (including Community Engagement) consisting of community-based learning and a minimum number of supervised teaching days in primary schools as stipulated by local registration/employing bodies.

To qualify for award of the degree of Bachelor of Education (Primary) a candidate shall accrue an aggregate of at least 320 credit points, including satisfactory completion of the core subjects noted below.

CONTENT OF THE COURSE OF STUDY		CREDIT POINTS
CORE SUBJECTS	RES101 Introduction to Academic Writing and Research	10
	THE101 Christian Worldview	10
	EDU101 Foundations in Christian Learning and Teaching	10
	CRS103 Language and Literacy	10
	EDU124 Australian Indigenous and Multicultural Education	10
	EDU223 Inclusive Education	10
	CRS104 Numeracy and Literacy	10
	EXP211 Professional Experience 1	10
	CRS211 Personal Development, Health and Physical Education: Part A	10
	CRS214 Mathematics: Part A	10
	CRS212 Science and Technology: Part A	10
	EDU231 Curriculum, Assessment and Reporting	10
	CRS221 Creative Arts: Part A	10
	CRS203 English: Part A	10
	EDU343 Educational Psychology	10
	EXP212 Professional Experience 2	10
	CRS202 History and Geography: Part A	10
	CRS311 Personal Development, Health and Physical Education: Part B	10
	EDU341 Differentiated Curriculum and Learning Management	10
	EDU342 Learning and Teaching through ICT	10
	CRS302 History and Geography: Part B	10

	CRS303 English: Part B	10
	EDU320 Cross-Curricular Pedagogies	10
	EXP311 Professional Experience 3	10
	CRS321 Creative Arts: Part B	10
	CRS314 Mathematics: Part B	10
	CRS312 Science and Technology: Part B	10
	EDU332 Learning and Teaching in Community Contexts	10
	EDU322 The Self-Reflective Educator	10
	EDU225 Childhood and Adolescent Development	10
	EXP312 Professional Experience 4	10
ELECTIVES	1 subject taken from an accredited Level 7 course of study offered by the College.	10
RULES OF PROGRESSION	Maximum of 10 subjects (100 credit points) at 100 level, and at least eight subjects (80 credit points) at 300 level.	
OTHER PROTOCOLS OF THE COURSE	Must have the appropriate approvals for working with children before they may enter a classroom.	
BRIDGING/ NESTED COURSES	The Diploma of Arts is a nested course within the Bachelor of Education (Primary).	

For information on the teaching faculty for this subject, please visit our website.

Graduate Pathways

Students who have successfully completed the Bachelor of Education (Primary) may progress into postgraduate courses of study at AC, such as:

- Master of Arts
- Master of Leadership
- Master of Philosophy*
- Doctor of Philosophy*

Direct entry into these pathways is not guaranteed. Graduates are advised to contact the Student Support Team further information on the eligibility requirements for these courses of study.

Career Outcomes

Graduates of the Bachelor of Education (Primary) may find employment in schools (faith-based, government and non-government schools), not-for-profit and mission-focused organisations, community service-orientated positions, and positions that require research skills and critical thinking, including careers as: corporate trainers and development managers, curriculum consultants and developers, educational administrators, educational researchers, government policy advisers, community educators education publication writers or editors, or education policy analysts. Additionally, graduates may progress further along the pathway toward Level 8 and 9 (postgraduate studies) upon completion of the Bachelor of Education (Primary).

Work Integrated Learning

Work Integrated Learning may be undertaken through the School Professional Placement. These subjects seek to create a direct linkage between the learning, skills and values engaged in lectures, and the reflection which occurs when these are applied in real-life settings. These work-based training subjects comprise of instruction, academic assessment and a placement in a workplace for each subject. Organisation and placement will be conducted by the AC Professional Experience Coordinator.

To qualify for award of the degree of Bachelor of Education (Primary), all Pre-service Teachers will complete 4 subject (40 credit points) of Professional Placement:

1. EXP211 Professional Experience 1
2. EXP212 Professional Experience 2
3. EXP311 Professional Experience 3
4. EXP312 Professional Experience 4

In addition, the pre-service teacher, once admitted into the course, may apply for a *Clinical Teaching Module (CTM)* placement. This is a mode of study that places the student, typically one day a week in a host school under a Host Coach(es), where they can practice their new skills and understanding without the pressures of assessment. They are encouraged to seek modifications to many of their subject assignments for their CTM context and so create synergy with their CTM commitment and their academic study.

For further information related to Work Integrated Learning please see the Professional Practice Handbook on Moodle or contact our Student Support team.

ADMISSION CRITERIA

Academic Entry Requirements

Recent Secondary Education

Applicants admitted on the basis of their *recent secondary education* must demonstrate the completion of NSW Higher School Certificate with an ATAR of no less than 65 (or the completion of the interstate or overseas equivalent qualification and result) for admission into this course. This must include a minimum of three Band 5 HSC results, including one in English.

Special admission is also available for Year 12 students whose ATAR (or equivalent) falls within 5 points of the published cut-off but have done well in subjects relevant to the course of study. These Special Admission Pathways are evaluated on a case-by-case basis by the Program Director and then tabled for approval by the Admissions Committee.

Vocational Education and Training

Applicants whose highest level of study since leaving secondary education is a complete *Vocational Education and Training (VET)* qualification are not eligible for direct entry into this course of study. These applicants are advise to seek entry into the Diploma of Arts.

Higher Education

Applicants whose highest level of study since leaving secondary education is a complete or partially complete higher education qualification must demonstrate the completion of an AQF Level 7 qualification (or higher) by an authorised institution for admission into this course.

Work and Life Experience

If you are under the age of 21 at the time of commencement, you can apply to a prescribed program of non-award study on the basis of provisional entry, and complete the provisional entry qualifying period to become a full candidate of this course.

If you are over the age of 21 at the time of commencement, you can apply for admission into this course on the basis of provisional entry, and complete the provisional entry qualifying period to become a full candidate.

For further information about AC's provisional entry criteria, please see:

- *AC's Admissions Requirements*
- *Higher Education Provisional Entry Policy*
- *Admissions Policy*

English Language Proficiency

If English is not the applicant's first language or if their first degree was awarded in a non-English speaking nation, they will be required to show proficiency in the International English Language Testing System (IELTS) (or equivalent). Such students admitted into our programs must attain an overall IELTS (or equivalent) score of 7.5 (with no score below 7 in any of the four skills areas, and a score of no less than 8 in speaking and listening), either on entry to or on graduation from the program. For full details of the policy on the 'English Language Proficiency for Teachers see the NESA English Language Proficiency Policy.

Applicants are encouraged to contact the International Student Office if they are unsure of the equivalence of their English language proficiency test scores.

Essential Requirements

Literacy and Numeracy Test: AC students are required to sit for and pass the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) prior to their final Professional Experience Placement.

Working with Children Check: AC students are required to complete the Working with Children Check online. You are classified a 'volunteer' in Education. Submit application online and also print a copy and upload as an attachment to your application.

Anaphylaxis e-Training: Training is provided free online by the Australian Society of Clinical Immunology and Allergy (ASCIA) *http://etraining.allergy.org.au/* On completion of the online module participants receive a certificate of completion which must be included with your application. The training is required to be successfully undertaken every two years. This is the only training for anaphylaxis management in schools that New South Wales Education Standards Authority (NESA) will accept.

NSW Department of Education Child Protection Awareness Training: All students are required to complete the NSW Department of Education Child Protection Awareness Training before enrolling into a work-integrated learning subject and undertaking Professional Experience. Students who have met the academic and essential entry requirements can progress into the course prior to completing this training.

Pre-Admission Interview

The Program Director conducts a pre-admission interview (either face-to-face or phone or via Skype) with all academically eligible applicants. This interview aims to assess the key capabilities associated with successful teaching.

Special Admissions Pathways

AC's Admissions Policy details the special admission pathways for our courses of study. The Special Admission Pathways are evaluated on a case-by-case basis by the Program Director. A student's admission requirements may be reconsidered on educational disadvantage grounds, including but not limited to:
For a full list of educational disadvantage grounds, please see AC's Admissions Policy.

ACCESS AND EQUITY

AC is committed to providing a learning environment that is free from discrimination on the basis of income, age, disability, social and ethnic background, location or gender. AC endeavours to increase opportunities for people of all backgrounds to participate in training programs, and implement programs that take into account the specific needs of participants. AC encourages students to inform AC of any disability, medical condition or learning need that may impact on their studies to arrange a study plan that best suits their needs.

HOW TO APPLY

Once you have chosen your course of study, you will need to apply direct to AC. Applications typically close 3 weeks before semester commences.

All AC application forms are completed online. There are different forms depending on the level of study you are applying for and the location of your course.

Further information on How to Apply and access to AC's Application Forms is available on our [website](#).

Credit transfers and recognised 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.

For further information about credit and recognition of prior learning please see AC's [Credit Transfer and Recognition of Prior Learning Policy](#) or contact our [Student Support](#) team.

HOW TO ENROL

Once you have returned a signed copy of your Letter of Offer to accept your place at AC, you will be invited to enrol in your specific subjects in the next academic period. Students are required to consult their timetable (can be found [here](#)), review their [Academic Advice Sheet](#) and contact the Program Director for tailored academic advice before completing the enrolment form.

Any credit transfers or recognition of prior learning will also be applied at this time.

STUDENT SERVICES

Student Support Team

AC's Student Support Team exists to ensure you get from Orientation Day to Graduation Day with a smile on your face!

Academic Support

- Tailored academic guidance
- Assessment variation to accommodate disabilities, medical conditions and/or learning needs
- Exam reader/writers
- One-on-one tutoring and small group workshops for face-to-face and distances students
- Physical libraries
- Access to online journal databases
- Access to eBook resources
- Resources are also provided online for self-development

Non-Academic Support

- Pastoral Care
- Chaplains
- Professional counselling
- Careers guidance
- On–campus childcare*
- Extra-curricular and community services
- SRC – The Student Representative Council
- Recreation areas

Student Life

All students can take part in:

- mission trips and community service projects
- weekly chapel services
- lunches and gatherings on campus
- opportunities to hear or present research
- masterclasses to take your skills and knowledge to the next level
- social events both on and away from campus
- exchange programs with other colleges and universities around the world

…and much, much more! To find out what is happening near you or to get specific details just contact the Student Support Team:

Email: studentsupport@ac.edu.au
Phone: (02) 8893 9005
https://www.ac.edu.au/student-services/

*Not available at all campuses

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STUDENT PROFILE

The table below gives an indication of the likely peer cohort for new students at AC. It provides data on students that commenced study and passed the census date in the most relevant recent intake period for which data are available, including those admitted through all offer rounds and international students studying in Australia.

Applicant background	Semester 1, 2019	
	Number of students	Percentage of all students
(A) Past higher education study (includes a bridging or enabling course)	11	58%
(B) Past vocational education and training (VET) study	N/A	N/P
(C) Work and life experience (Admitted on the basis of previous achievement other than the above)	N/P	N/P
(D) Recent secondary education: • Admitted solely on the basis of ATAR *(regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points)*	5	26%
• Admitted where both ATAR and additional criteria were considered *(e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)*	N/A	N/A
• Admitted on the basis of other criteria only and ATAR was **_not_** a factor *(e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)*	N/P	N/P
International students	N/P	N/P
All students	*19*	*100%*

Notes: N/A – Students not accepted in this category.

N/P – Not published: the number is hidden to prevent calculation of numbers in cells with less than 5 students.

WHERE TO GET FURTHER INFORMATION

ac.edu.au

AC's website is the best place to discover what's happening at AC and explore our courses, campuses and support services. If you are not yet an AC student, our Future Students team are here to help find the right course for you!

Moodle

Once you begin your studies at AC, you will use Moodle as your Learning Management System (LMS) to access all your subject content, the AC Academic Handbook, Study Skills and Textbook Information. New Students can also use Moodle to view our Induction Videos.

International Students

Nothing beats the experience of being part of our community and participating in our classroom discussions! Alternatively, for students who decide to study from their home country, AC brings education to you by offering many subjects and degrees by distance education allowing you to study from anywhere in the world. Flexible delivery means that you will have access to our e-Learning platform which provides resources, podcasts, online forums and tutor assistance that allows you to complete your studies from your home country.

Further information about International Students, including the application process, international recognition of AC courses of study and FAQ's, is available on our website.

Alternatively, our Future Students team are available to answer any questions you may have about your requirements as an onshore or offshore International Students at AC.

QILT

Thinking about higher education institutions and study areas? Wish you could ask someone about their experience? The QILT website helps you compare official study experience and employment outcomes data from Australian higher education institutions.

TEQSA National Register

The purpose of the TEQSA National Register is to be the authoritative source of information on the status of registered higher education providers in Australia.

Complaints and Grievances

If you are unsatisfied with the outcome of your application, AC's Complaint and Grievance Resolution Policy outlines the procedure for resolving a complaint or grievance.