

OVERVIEW

TEACH WITH HEART	
<p>The Master of Teaching (Secondary) equips graduates with a fully accredited professional teaching qualification. Designed for aspiring teachers and career changers, the Master of Teaching (Secondary) prepares you to teach in Independent and Public Secondary Schools.</p>	Head of Education Assoc Prof Philip Fitzsimmons
	Level AQF Level 9 (Postgraduate)
	Qualification Masters Degree
	Subjects 16
	IELTS 7.5*
	CRICOS Code 089242B
	ASCED Code 070105
	Accreditation Self-accredited Professional accreditation (NESA)
Course Length 2 years full-time; up to 7 years part-time	

**See admissions requirements for further details.*

The Master of Teaching (Secondary) is a graduate entry, pre-service teacher education program, designed to meet the Australian Professional Standards for Teachers – professional knowledge, professional practice and professional engagement at graduate teacher level, equipping them for provisional registration as specialist teachers in high school.

This 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 at secondary level, in specialised curriculum areas, and trains students in how to engage with communities of practice for ongoing support throughout their careers.

The Master of Teaching (Secondary) provides a core of pedagogy and professional experience, while allowing students to explore areas of special interest through elective components. The independent action research in this program equips graduates to undertake ongoing action research in their place of employment, thus improving their own teaching skills and contributing to the field. In addition to developing skills in critical thinking, problem-solving, teamwork, and communication, the graduates will be equipped with advanced knowledge of theory in general secondary educational theory, as well as specialised curriculum areas, to equip them for classroom teaching.

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.

COURSE HANDBOOK

LEARNING OUTCOMES

Specification	Level 9: Masters Degree	AC Learning outcomes	AC Graduate Attributes
Knowledge	<p>Graduates of a Masters Degree (coursework) Degree will have:</p> <ul style="list-style-type: none"> • a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice; • knowledge of research principles and methods applicable to a field of work and/or learning. 	<p>Demonstrated:</p> <ul style="list-style-type: none"> • advanced and integrated understanding of key issues, practices and recent developments in secondary teaching within the chosen Key Learning Areas (KLAs): Creative Arts; English; Human Society and Its Environment; Languages; Mathematics; Personal Development, Health and Physical Education; Science; Technology; • in-depth understanding of general research principles and methods, and advanced knowledge of specific research approaches used in secondary teaching within the chosen discipline areas; • advanced and integrated 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. 	<p>Christian Worldview</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>

LEARNING OUTCOMES

Specification	Level 9: Masters Degree	AC Learning outcomes	AC Graduate Attributes
Skills	<p>Graduates of a Masters Degree (coursework) Degree will have:</p> <ul style="list-style-type: none"> • cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship; • cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice; • cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level; • communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences; • technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship. 	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> • evaluate, synthesise and critically engage the theoretical knowledge regarding the stages of development in physical, cognitive, social/emotional and spiritual growth in adolescents and apply it to diagnosis and teaching strategies for progression of students; • critically 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; • design and implement an action research project which examines a complex problem or issue using appropriate methodologies and theories from the discipline area; • communicate effectively complex ideas and proposed solutions to peers and general audiences in diverse contexts; • identify and critically evaluate new developments of research and scholarship in secondary teaching within the chosen discipline areas. 	<p>Christian Worldview</p> <p>Leadership</p> <p>Integrity and Justice</p> <p>Communication</p> <p>Personal and Social Skills</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>

COURSE HANDBOOK

LEARNING OUTCOMES

Specification	Level 9: Masters Degree	AC Learning outcomes	AC Graduate Attributes
Application of knowledge and skills	<p>Graduates of a Masters Degree (coursework) will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> • with creativity and initiative to new situations in professional practice and/or for further learning; • with high level personal autonomy and accountability; • to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship. 	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> • articulate new questions or issues and apply the knowledge and skills developed in secondary teaching, within the chosen discipline areas, 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 secondary teaching; • develop and design a wide range of units of work within their chosen specialisation at Stage 4 (Y7/8); Stage 5 (Y9/10) and Stage 6 (Y11/12); • design and implement a major action research project in the discipline area of secondary teaching to advance personal and professional development, in order to thrive in educational contexts. 	<p>Christian Worldview</p> <p>Leadership</p> <p>Integrity and Justice</p> <p>Communication</p> <p>Personal and Social Skills</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>

COURSE STRUCTURE #1

This course structure applies to students who commenced prior to Semester 1, 2021.

The course structure is based on four semesters (each of 12 weeks duration, plus an exam week), with four subjects taught in each semester. It comprises:

- 10 compulsory core subjects
- 4 curriculum subjects
- 1 compulsory action research subject
- 1 elective

To qualify for award of the degree of Master of Teaching (Secondary) a candidate shall complete at least 160 credit points, including satisfactory completion of the core subjects noted below.

CONTENT OF THE COURSE OF STUDY		CREDIT POINTS
CORE SUBJECTS	<p>Recommended Sequence:</p> <p>1st Semester: RES401 Postgraduate Research and Writing 10 THE401 Christian Worldview 10 EDU401 Foundations in Christian Learning and Teaching 10 Curriculum subject 10</p> <p>2nd Semester: EDU424 Australian Indigenous Multicultural Education 10 EDU540 Learning and Teaching, Theory and Practice 10 EDU523 Inclusive Education 10 Curriculum subject 10</p> <p>3rd Semester: EDU541 Differentiated Curriculum and Learning Management 10 EDU542 Learning and Teaching through ICT 10 EDU545 Educational Policy Development 10 Curriculum subject 10</p> <p>4th Semester: RES502 Action Research 10 Curriculum subject 10 Elective 10</p> <p>Note: EDU500 Professional Experience is conducted over 3 semesters (recommended: 2nd, 3rd, 4th Semesters) 10</p>	
ELECTIVE SUBJECTS	1 subject taken from accredited Level 8 or 9 subjects offered by the College	10
MAJORS (SPECIALISATION)	<p>ENGLISH CRS403 Curriculum Studies - English: Part A CRS503 Curriculum Studies - English: Part B</p> <p>CREATIVE ARTS CRS431 Curriculum Studies - Drama: Part A</p>	

COURSE STRUCTURE #1

	<p>CRS531 Curriculum Studies - Drama: Part B CRS433 Curriculum Studies - Music: Part A CRS533 Curriculum Studies - Music: Part B CRS435 Curriculum Studies - Visual Arts: Part A CRS535 Curriculum Studies - Visual Arts: Part B</p> <p>HSIE (Human Society and Its Environment) CRS450 Curriculum Studies - Commerce CRS550 Curriculum Studies - Business Studies CRS502 Curriculum Studies - Economics CRS412 Curriculum Studies - Geography: Part A CRS512 Curriculum Studies - Geography: Part B CRS413 Curriculum Studies - History: Part A CRS513 Curriculum Studies - History: Part B CRS532 Curriculum Studies – Studies of Religion</p> <p>MATHEMATICS CRS414 Curriculum Studies - Mathematics: Part A CRS514 Curriculum Studies - Mathematics: Part B</p> <p>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION CRS411 Curriculum Studies - PDHPE: Part A CRS511 Curriculum Studies - PDHPE: Part B</p> <p>TECHNOLOGY CRS418 Curriculum Studies – Information and Software Technology CRS518 Curriculum Studies – Information Processes and Technology</p>
OTHER PROTOCOLS OF THE COURSE	Must have the appropriate approvals for working with children before they may enter a classroom.
BRIDGING/ NESTED COURSES	There are no nested courses within the Master of Teaching (Secondary).

COURSE STRUCTURE #2

The course structure applies to students who commenced from Semester 1, 2021.

The course structure is based on four semesters (each of 12 weeks duration, plus an exam week), with four subjects taught in each semester. It comprises:

- 80 cp from Education
- 40 cp from Curriculum Studies
- 10 cp from Christian Studies
- 10 cp from Research
- 10 cp from Professional Experience
- 10 cp elective

To qualify for award of the degree of Master of Teaching (Secondary) a candidate shall complete at least 160 credit points, including satisfactory completion of the core subjects noted below.

CONTENT OF THE COURSE OF STUDY		CREDIT POINTS
CORE SUBJECTS	<p><i>Recommended Sequence:</i></p> <p>1st Semester: EDU405 Postgraduate Research and Writing 10 THE401 Christian Worldview 10 EDU401 Foundations in Christian Learning and Teaching 10 Curriculum subject 10</p> <p>2nd Semester: EDU425 Australian Indigenous Education 10 EDU540 Learning and Teaching, Theory and Practice 10 EDU523 Inclusive Education 10 Curriculum subject 10</p> <p>3rd Semester: EDU541 Differentiated Curriculum and Learning Management 10 EDU542 Learning and Teaching through ICT 10 EDU545 Educational Policy Development 10 Curriculum subject 10</p> <p>4th Semester: RES502 Action Research 10 Curriculum subject 10 Elective (recommended EDU522 Self-Reflective Educator) 10</p> <p>Note: EDU500 Professional Experience is conducted over 3 semesters (recommended: 2nd, 3rd, 4th Semesters) 10</p>	
ELECTIVE SUBJECTS	1 subject taken from accredited Level 8 or above subjects offered by the College.	10
MAJORS (SPECIALISATION)	ENGLISH CRS403 Curriculum Studies - English: Part A CRS503 Curriculum Studies - English: Part B	

COURSE STRUCTURE #2

	<p>CREATIVE ARTS CRS431 Curriculum Studies - Drama: Part A CRS531 Curriculum Studies - Drama: Part B CRS433 Curriculum Studies - Music: Part A CRS533 Curriculum Studies - Music: Part B CRS435 Curriculum Studies - Visual Arts: Part A CRS535 Curriculum Studies - Visual Arts: Part B</p> <p>HSIE (Human Society and Its Environment) CRS450 Curriculum Studies - Commerce CRS550 Curriculum Studies - Business Studies CRS502 Curriculum Studies - Economics CRS412 Curriculum Studies - Geography: Part A CRS512 Curriculum Studies - Geography: Part B CRS413 Curriculum Studies - History: Part A CRS513 Curriculum Studies - History: Part B CRS532 Curriculum Studies – Studies of Religion</p> <p>MATHEMATICS CRS414 Curriculum Studies - Mathematics: Part A CRS514 Curriculum Studies - Mathematics: Part B</p> <p>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION CRS411 Curriculum Studies - PDHPE: Part A CRS511 Curriculum Studies - PDHPE: Part B</p> <p>TECHNOLOGY CRS418 Curriculum Studies – Information and Software Technology CRS518 Curriculum Studies – Information Processes and Technology</p>
RULES OF PROGRESSION	Maximum of 7 subjects (70 credit points) at 400 level
OTHER PROTOCOLS OF THE COURSE	Must have the appropriate approvals for working with children before they may enter a classroom.
PRE-REQUISITES FOR SPECIFIC SUBJECTS	Pre-requisites are noted on the subject outline. Students must have completed the pre-requisite to enrol in the subject.

For information on the teaching faculty and major availability, please visit our [website](#).

Graduate Pathways

Students who have successfully completed this course may progress into one of AC's higher degree research courses. Graduates are advised to contact the Future Students Team for information on eligibility requirements for further study.

Career Opportunities

Graduates of the Master of Teaching (Secondary) 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. Additionally, graduates may progress to further research studies upon completion of the Master of Teaching (Secondary).

Work-Integrated Learning

Work-Integrated Learning must be undertaken the college co-ordinated School Professional Placements. 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 mentoring and academic assessment in a workplace.

To qualify for the award of the degree of Master of Teaching (Secondary), all Pre-service Teachers will complete this subject which is conducted over three semesters (recommended: 2nd, 3rd, 4th Semesters). Organisation and placement under *EDU500 Professional Experience* (10 credit points) will be conducted by the Professional Experience Co-ordinator.

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 and Clinical Teaching Model (CTM) Handbook on Moodle or contact our [Student Support](#) team.

ADMISSION CRITERIA

Academic Entry Requirements

Applicants with Recent Secondary Education

This course of study requires the completion of a higher education qualification by an authorised institution. Applicants with recent high school education only are not eligible for direct entry into this course.

Applicants with Vocational Education and Training Study

This course of study requires the completion of a higher education qualification by an authorised institution. Applicants with a Vocational Education and Training (VET) qualification only are not eligible for direct entry into this course.

Applicants with Higher Education Study

Applicants whose highest level of study enrolment since leaving secondary education is a higher education qualification must demonstrate the completion of an AQF Level 7 Bachelor degree (or higher) by an authorised institution for admission into this course. Applicants previous undergraduate or postgraduate studies must meet the required prerequisites for their intended curriculum specialisations. If a student has completed a 6-month AQF Level 8 or above postgraduate qualification in a related discipline, s/he can apply for cross-credit for subjects completed at 400 level or equivalent, up to 40 credit points.

Applicants with Work and Life Experience

This course of study requires the completion of a higher education qualification by an authorised institution. Applicants who have not completed formal higher education study are not eligible for direct entry into this course.

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 NESAs - [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.

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. *For a full list of educational disadvantage grounds, please see AC's [Admissions Policy](#).*

Essential Requirements

Pre-Admission Interview

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

Computer literacy and internet access

AC students require access to computer and internet facilities, as written assignments are submitted online in typescript with some assignments requiring database and internet research.

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.

NSW Department of Education Child Protection Awareness Training

Must be done before any Professional Experience is commenced. Eligible students can be admitted into the course without having this...

Anaphylaxis Training for Initial Teacher Education Students

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.

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

- [AC's Admissions Requirements](#)
- [Higher Education Provisional Entry Policy](#)
- [Admissions Policy](#)

Aboriginal and Torres Strait Islander People

A student's admission requirements may be reconsidered on educational disadvantage grounds if the applicant is of Aboriginal or Torres Strait Islander descent. These Special Admission Pathways are evaluated on a case-by-case basis by the Program Director. For HE students, the Program Director's recommendation is then tabled for approval to the Admissions Committee.

Graduate Teacher Standards Descriptors

The [Australian Professional Standards for Teachers](#) or Graduate Teacher Standards Descriptors (GSTDs). The GSTDs are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students. All graduates are required to demonstrate the GSTDs in their final Professional Experience.

There are *Seven Standards* required at four levels, Graduate, Proficient, Highly Accomplished and Lead. Our program graduates must reach Graduate Level across all *Seven Standards*.

Graduate Teacher Standards Descriptors

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

The Seven Pedagogical Principles (see below) have been mapped against each component in the Seven APST.

For more detail read the program standards of the [Australian Institute for Teaching and School Leadership \(AITSL\)](#) and the requirements set by the [New South Wales Education Standards Authority \(NESA\)](#).

SEVEN PEDAGOGICAL PRINCIPLES

Principle	Definition	GTSD
1 CONTEXT	The premise is that most learning occurs naturally embedded within a context which is obvious/ explicit to the learner. It is much easier to learn and practice the subskills when you have an idea of the big picture or can see the relevance of where the learning fits. Learning that has a 'real world' application is no longer seen as appropriate for the delivery of isolated skills lessons devoid of any obvious context.	1.1.1 1.3.1 1.4.1 2.4.1
2 INTEREST	The learner has to connect the new information with what they already know. Bickmore- Brand's (1993) example illustrates this well: a seven-year-old child was questioned after an exemplary lesson teaching him the concept of 'volume' using concrete materials such as sand trays and water containers. When asked what 'volume' meant he replied "It's the knob on your radio which makes the noise louder". A teacher using the pupil's own language initially and building the new vocabulary onto that base will enable that learner to take on board the new ideas as part of their personal knowledge.	1.1.1 1.3.1 1.4.1 1.6.1 2.4.1 3.4.1 3.5.1
3 MODELLING	The 'Modelling' Principle refers to the influence people whom we admire can have over us when we try to take on board their knowledge, skills, values and/or culture. Observation of children's efforts to imitate their peers, sporting or media personalities clearly reinforces what a powerful learning tool this can be.	3.3.1 3.4.1 4.1.1 4.5.1 5.3.1 6.2.1 6.3.1 7.1.1 7.3.1

SEVEN PEDAGOGICAL PRINCIPLES

Principle	Definition	GTSD
<p style="text-align: center;">4</p> <p>SCAFFOLDING</p>	<p>The premise behind the ‘Scaffolding’ Principle is to provide enough support to stretch the learner to the next stage of development. There is no expectation that the learners will become independent without assistance.</p>	<p>1.2.1 1.5.1 1.6.1 2.1.1 2.2.1 2.3.1 2.5.1 2.6.1 3.3.1 4.1.1 4.2.1 5.1.1 5.2.1 5.4.1 7.2.1</p>
<p style="text-align: center;">5</p> <p>METACOGNITION</p>	<p>Metacognition is concerned with the ability to be reflexively aware of one’s own thinking processes. Have you ever noticed (when faced with a difficult problem) that you resort to directing yourself out aloud, or you talk it out with others, so that you’re in a position to assess the reasonableness of your decisions?</p> <p>This principle promotes the learners’ awareness, consideration, and control of their own cognitive processes and approaches is becoming critical as learners face the onslaught of information technology and access to the creation of knowledge (Wilson, Wing Jan, 2008). The brain is not merely a receptor or empty vessel but a processor, and is constantly involved in internal regulation.</p>	<p>1.2.1 2.2.1 2.3.1 2.5.1 2.6.1 3.2.1 3.3.1 3.6.1 4.2.1 4.5.1 5.2.1 5.4.1 6.4.1</p>

SEVEN PEDAGOGICAL PRINCIPLES

Principle	Definition	GTSD
<p style="text-align: center;">6 RESPONSIBILITY</p>	<p>It is a widespread complaint in Western societies that contemporary youth do not take responsibility for their own actions: accordingly, the acquisition of responsible learning has become a key platform for many education programs. Values Education has been an attempt to redress this as an overarching theme across all subject areas. Helping learners to take control of their learning through a gradual release of responsibility lies at the core of teaching (Meichenbaum, D. & Biemiller, A. 1998). Dreikurs, Grunwell, and Peppers (1982) and Glasser (1992) focus on the nexus between ‘rights’ and ‘responsibilities’ with pupils being aware of the consequences of the decisions they are making. Glasser rejects the notion of coercion, however, and encourages pupils to commit themselves to alternative forms of behaviour.</p>	<p>3.1.1 3.3.1 3.7.1 4.3.1 4.4.1 5.5.1 6.4.1</p>
<p style="text-align: center;">7 COMMUNITY</p>	<p>Studies done of students’ engagement as fully participating members of their learning communities frequently identify ‘acceptance’ (Pudlas, 2003, Marsh, 1988) as a constant variable. A learning community is a way of describing the classroom relationship that incorporates understanding, trust, openness, inclusion, honesty, acceptance, and unconditional love.</p>	<p>1.6.1 3.7.1 4.4.1 5.1.1 5.5.1 6.1.1 6.3.1 6.4.1 7.1.1 7.3.1 7.4.1</p>

DIVERSITY 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 your studies to arrange a study plan that best suits your needs.

HOW TO APPLY

Applications typically close three 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 (Secondary) for tailored academic advice before completing the enrolment form.

Applications for credit transfers or recognised prior learning will be communicated to you once they have been processed.

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*

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	Full-Year Intake: 2020	
	Number of students	Percentage of all students
(A) Past higher education study (includes a bridging or enabling course)	N/P	N/P
(B) Past vocational education and training (VET) study	N/A	N/A
(C) Work and life experience (Admitted on the basis of previous achievement other than the above)	N/A	N/A
(D) Recent secondary education: <ul style="list-style-type: none"> • Admitted solely on the basis of ATAR (regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points) • Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR) • 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/A	N/A
International students	<5	<5
All students	22	100%

Note: "<5" – the number of students is less than 5.

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.

ATAR-based offers only	ATAR
Highest rank to receive an offer	N/A
Median rank to receive an offer	N/A
Lowest rank to receive an offer	N/A

Note: "<5" – the number of students is less than 5.

Note: This table relates to all students made an offer on the basis of ATAR alone or ATAR in combination with other factors. Students admitted into a course of study based on a Special Admission Pathway or otherwise not based on their ATAR are not included in this table.

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.

Professional Program Standards

For more detail read the program standards of the [Australian Institute for Teaching and School Leadership \(AITSL\)](#) and the requirements set by the [New South Wales Education Standards Authority \(NESA\)](#).

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.