

COURSE HANDBOOK

OVERVIEW

FROM SUCCESS TO SIGNIFICANCE		
The Graduate Certificate in Teacher Preparation provides students with an introductory body of knowledge in the discipline area of primary or secondary teaching for further study, professional upskilling, employment and participation in lifelong learning.	AQF Level	AQF Level 8 (Postgraduate)
	Qualification	Graduate Certificate
	Subjects	4
	IELTS	6.5
	Languages of Instruction	English
	CRICOS Code	102800H
	ASCED Code	0917
	Accreditation	Self-accreditation
	Course Length	1 semester; Up to 1.5 years part-time

The Graduate Certificate in Teacher Preparation is a nested award in the Master of Teaching (Primary) and Master of Teaching (Secondary), designed to equip education professionals with an understanding of a biblical perspective on the philosophical foundations of learning and teaching. It can be a destination course or exit point, thus allowing flexibility for students who may wish to start with a short postgraduate course before committing to a Master of Teaching or for students who need to exit the Master of Teaching earlier than intended, due to unforeseen personal or professional reasons.

Graduates of the Graduate Certificate in Teacher Preparation may find employment in educational institutions; ministry or church-based organisations; or not-for-profit and mission-focused organisations that require skills in education research and critical thinking.

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

Maintenance and use of knowledge about a discipline or field, involving theoretical, conceptual and methodological elements. This includes striving continually and independently to secure further knowledge and where appropriate, defined professional skills.

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LEARNING OUTCOMES

Specification	Level 8: Graduate Certificate	AC Learning outcomes	AC Graduate Attributes
Knowledge	<p>Graduates of a Graduate Certificate Degree will have:</p> <ul style="list-style-type: none"> specialised knowledge within a systematic and coherent body of knowledge that may include the acquisition and application of knowledge and skills in a new or existing discipline or professional area. 	<p>Demonstrated:</p> <ul style="list-style-type: none"> recognition of the diversity of life values that characterise today's pluralist societies, and ability to encourage respect, based on informed understanding, of those who hold views that differ from those of the school community; understanding of the development of theological and anthropological perspectives on Christian educational practice. 	<p>Christian Worldview</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>
Skills	<p>Graduates of a Graduate Certificate Degree will have:</p> <ul style="list-style-type: none"> cognitive skills to review, analyse, consolidate and synthesise knowledge and identify and provide solutions to complex problems; cognitive skills to think critically and to generate and evaluate complex ideas; specialised technical and creative skills in a field of highly skilled and/or professional practice; communication skills to demonstrate an understand of theoretical concepts; communication skills to transfer complex knowledge and ideas to a variety of audiences. 	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> critically evaluate and effectively communicate learning and teaching theories and practices in order to most effectively achieve desired learning outcomes with special attention to embedded worldview and life values; demonstrate the advanced level of knowledge and higher-order of skills that are required for effective Christian learning and teaching in order to develop, sustain and fulfil the vision and mission of particular learning and teaching contexts; articulate a clear understanding of a biblical worldview, and its impact on philosophical and historical trends in learning and teaching. Plan and implement learning and teaching activities in the social and cultural context of the contemporary world that are critically shaped by a biblically informed experience of that world. 	<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>

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GRADUATE CERTIFICATE IN TEACHER PREPARATION

LEARNING OUTCOMES

Specification	Level 8: Graduate Certificate	AC Learning outcomes	AC Graduate Attributes
Application of knowledge and skills	<p>Graduates of a Graduate Certificate Degree will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none">• to make high level, independent judgements in a range of technical or management functions in varied specialised contexts;• to initiate, plan, implement and evaluate broad functions within varied specialised technical and/or creative contexts;• with responsibility and accountability for personal outputs and all aspects of the work or function of others within broad parameters.	<p>Demonstrated ability to:</p> <ul style="list-style-type: none">• display creativity and flexibility supported by biblically informed, rigorous reasoning in identifying and dealing with emerging problems in the learning and teaching context;• develop a plan for continual personal development that includes spiritual, professional and interpersonal skills for effective educational practice and collegial academic engagement.	<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>

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GRADUATE CERTIFICATE IN TEACHER PREPARATION

COURSE STRUCTURE

This course structure applies to students admitted from Semester 1 2023.		
<p>The course structure is based on one semester (12 weeks duration, plus an exam week). It comprises:</p> <ul style="list-style-type: none"> • 20 credit points of core • 20 credit points of electives <p>To qualify for award of Graduate Certificate in Trauma Counselling a candidate shall complete at least 40 credit points, including satisfactory completion of the core subjects noted below.</p>		
CONTENT OF THE COURSE OF STUDY		CREDIT POINTS
CORE SUBJECTS	EDU401 Foundations in Christian Learning and Teaching THE401 Christian Worldview	2 x 10
ELECTIVE SUBJECTS	Two subjects (10 credit points each) from the first or second semester of either the Master of Teaching (Primary) or the Master of Teaching (Secondary)	2 x 10
SPECIALISATIONS	Nil	
RULES OF PROGRESSION	Nil	
OTHER PROTOCOLS OF THE COURSE	Must have the appropriate police checks and/or approvals for working with children before they may undertake placements.	

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

This course structure applies to students admitted from 2022.		
<p>The course structure is based on one semester (12 weeks duration, plus an exam week). It comprises:</p> <ul style="list-style-type: none"> • 30 credit points of core • 10 credit points of electives <p>To qualify for award of Graduate Certificate in Trauma Counselling a candidate shall complete at least 40 credit points, including satisfactory completion of the core subjects noted below.</p>		
CONTENT OF THE COURSE OF STUDY		CREDIT POINTS
CORE SUBJECTS	EDU401 Foundations in Christian Learning and Teaching EDU405 Postgraduate Research and Writing THE401 Christian Worldview	3 x 10
ELECTIVE SUBJECTS	One subject (10 credit points) from the first semester of either the Master of Teaching (Primary) or the Master of Teaching (Secondary)	1 x 10
SPECIALISATIONS	Nil	
RULES OF PROGRESSION	Nil	
OTHER PROTOCOLS OF THE COURSE	Must have the appropriate police checks and/or approvals for working with children before they may undertake placements.	

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This course structure applies to students admitted prior to 2022.

The course structure is based on one semester (13 weeks duration) of four subjects. It comprises:

- 40 cp of compulsory core subjects

To qualify for award of the degree of Graduate Certificate in Teacher Preparation a candidate shall accrue an aggregate of at least 40 credit points, including satisfactory completion of the core subjects noted below.

CONTENT OF THE COURSE OF STUDY		CREDIT POINTS
CORE SUBJECTS	EDU401 Foundations in Christian Learning and Teaching EDU405 Postgraduate Research and Writing EDU523 Inclusive Education EDU522 Self-Reflective Educator	4 x 10
ELECTIVE SUBJECTS	Nil	
SPECIALISATIONS	Nil	
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.	

Graduate Pathways

Students who have successfully completed the Graduate Certificate in Teacher Preparation may progress into one of AC's initial teacher education programs, such as the Master of Teaching (Primary) or Master of Teaching (Secondary). Graduates are advised to contact the Future Students Team for information on eligibility requirements for further study.

Career Opportunities

Graduates of Graduate Certificate in Teacher Education may find employment in a relevant occupational field, such as educational institutions that require skills in research and critical thinking.

Work-Integrated Learning

Work Integrated Learning may be undertaken through various Professional Practice and Professional Experience subjects at AC. 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 a minimum of 100 hours of voluntary unpaid work for each subject.

To qualify for the award of the degree of Graduate Certificate in Teacher Preparation, a candidate is not required to complete any subjects in Professional Practice.

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

Applicants with Recent Secondary Education

This course of study requires the completion of a higher education qualification by an authorised institution. Applicants seeking admission on the basis of recent secondary education are not eligible for this course and are advised to pursue admission into the Undergraduate Certificate of Teacher Preparation.

Applicants with Vocational Education and Training Study

This course of study requires the completion of a higher education qualification by an authorised institution. Applicants seeking admission on Vocational Education and Training qualification are not eligible for this course and are advised to pursue admission into the Undergraduate Certificate of Teacher Preparation.

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 a Bachelor degree or equivalent (or higher) by an authorised institution for admission into this course.

Applicants with 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](#)

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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 7.0 in any of the four skills areas, and a score of no less than 8 in speaking and listening) on entry into the program. For full details of the policy on the 'English Language Proficiency for Teachers see the Board of Studies, Teaching and Educational Standards - 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.

Requirements for Pre-Service Teachers

Students are expected to satisfy these requirements if they are continuing into a Teacher Education course:

Literacy and Numeracy Test: AC will require pre-service teachers to sit the Literacy and Numeracy Test for Initial Teacher Education Students Literacy and Numeracy Test for Initial Teacher Education Students. This is mandated from July 2016.

Working with Children Check: New students enrolling in 2016 are required to complete the new 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: students must also complete the anaphylaxis e-training and select 'schools'. On completion of the online module participants receive a certificate of completion that is to be uploaded as part of the application.

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:

- Aboriginal or Torres Strait Islander descent, where the normal HSC entry path has not been followed;
- socioeconomic reasons (such as low-family income or poor living conditions);
- learning or language difficulties;
- disrupted schooling;
- physical disability;
- serious family illness or excessive family responsibility;
- completion of a prescribed program of non-award study (four subjects or 40 credit points) with an overall GPA of 1.8 or better.

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

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 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 advised to consult their timetable (can be found [here](#)), review their [Academic Advice Sheet](#) and contact the [Student Support Team](#) 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*

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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	Reporting Year: 2022	
	Number of students	Percentage of all students
(A) Past higher education study (includes a bridging or enabling course)	N/A	N/A
(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:		
• Admitted solely on the basis of ATAR (<i>regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points</i>)	N/A	N/A
• Admitted where both ATAR and additional criteria were considered (<i>e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR</i>)	N/A	N/A
• Admitted on the basis of other criteria only and ATAR was not a factor (<i>e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement</i>)	N/A	N/A
International students	N/A	N/A
All students	N/A	N/A

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.

WHERE TO GET FURTHER INFORMATION

ac.edu.au

AC's [website](https://www.ac.edu.au) 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.