

COURSE HANDBOOK

OVERVIEW

TEACH WITH HEART		
The Bachelor of Education (Early Childhood and Primary) equips graduates with a teaching qualification. Designed for aspiring teachers and career changers, the Bachelor of Education (Early Childhood and Primary) accredits you to teach in early childhood centres, and independent and public primary schools	Program Director	Dr Garrick Everett
	AQF Level	AQF Level 7 (Undergraduate)
	Qualification	Bachelor Degree
	Subjects	32
	IELTS	7.5
	Languages of Instruction	English
	CRICOS Code	109384G
	ASCED Code	070103
	Accreditation	Self-accredited
Course Length	4 years full-time; up to 12 years part-time	

The Bachelor of Education (Early Childhood and Primary) is an early childhood and pre-service teacher education program, designed to meet the ACECQA standards for early childhood teaching program assessment and Graduate Teacher Standards Descriptors (GTSDs) – professional knowledge, professional practice and professional engagement at the undergraduate teacher level. It equips students for provisional registration as generalist teachers for early childhood teaching and all primary school year levels. It provides a core of knowledge and understandings derived from the Early Learning Framework, 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 teaching in an early learning centre or classroom.

This course shares a common first year with the Bachelor of Education (Primary), so students can transfer into the Primary only course of study after completing their first placement.

The purpose of this AQF 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 (Early Childhood and 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.

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.

COURSE HANDBOOK

COURSE LEARNING OUTCOMES

Specification	AQF Level 7	AC Course Learning Outcomes	AC Graduate Attributes
Knowledge	Graduates of a bachelor's 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	<p>Demonstrate:</p> <ul style="list-style-type: none"> • 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 early childhood and 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; 	<p>Christian Worldview</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>
Skills	<ul style="list-style-type: none"> • Cognitive skills to review critically, analyse, consolidate and synthesise 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 	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> • 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; 	<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

COURSE LEARNING OUTCOMES

	<p>and independent exposition of knowledge and ideas</p>	<ul style="list-style-type: none"> • 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 early childhood and primary teaching; • discuss and analyse contemporaneous topics, issues and challenges impacting on primary teaching, from a Christian worldview, to develop appropriate solutions; 	
<p>Application of knowledge and skills</p>	<p>Demonstrated:</p> <ul style="list-style-type: none"> • 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 	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> • discuss and analyse contemporaneous topics, issues and challenges impacting on early childhood and 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 early childhood and 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. 	<p>Christian Worldview Leadership Integrity and Justice Communication Personal and Social Skills Critical and Creative Thinking Professional Knowledge</p>

COURSE HANDBOOK

COURSE STRUCTURE (CURRENT)

This structure applies to students admitted into the Bachelor of Education (Early Childhood and Primary) from Semester 1, 2023 onwards.

The course structure is based on eight semesters (each of 13 weeks duration), with four subjects taught in each semester.

This award gives Teacher Education Students (TES) flexibility and options. They have the option of selecting purely a Primary pathway by means of the subject choice or an Early Childhood and Primary pathway. The exit point for the Primary pathway is after Semester 2.

Early Childhood and Primary pathway - required subjects:

- 10 cp from Christian Studies
- 140 cp Education (includes 20 days ECEC Professional Experience)
- 120 cp Curriculum Studies
- 20 cp Electives
- 20 cp K-6 Professional Experience (40 Days)
- 10 cp ECEC Professional Experience (20 Days)

To qualify for the award of the degree of Bachelor of Education (Early Childhood and Primary) TES shall accrue an aggregate of at least 320 credit points from subjects selected from either one or the other pathways above. For TES to register with their state teaching authority they need to complete the required number of teaching days in either pathway as stipulated by local registration/employing bodies.

Content of the course and recommended course progression

First Year					
Semester 1			Semester 2		
ACA101	Faith and Purpose	10	EDU113	Wellbeing and Care	10
EDU108	Academic Writing and Professional Communication*	10	EDU115	Brain Development from a 21st Century Perspective	10
EDU101	Foundations in Christian Learning and Teaching	10	EDU107	Foundational Mathematics and Numeracy	10
EDU121	Critical Thinking for Effective Learning	10	EDU227	Early Childhood and Childhood Development	10
Second Year					
Semester 3			Semester 4		
EDU214	Praxis and Pedagogy of Play + EXP214 Professional Experience (Birth to 35 months) (10 days)	10	EDU212	Inclusive Education	10
EDU211	Learning and Teaching through Digital Technology	10	EDU126	Australian Indigenous Education	10
CRS205	Language and Literacy (1)	10	CRS236	Creative Arts	10
EXP220	Professional Experience (3-5 yrs) (20 days)	10	EDU316	Differentiation, Classroom Engagement and Management + EXP316 Professional Experience 3-5 yrs (10 days)	10
Third Year					
Semester 5			Semester 6		
CRS206	Years K-2 Reading and Writing (2)	10	CRS207	Years 3-6 Reading and Writing Theories and Practises (3)	10
CRS208	Primary Mathematics 1	10	CRS209	Primary Mathematics 2	10
CRS233	Science and Technology	10	CRS204	Geography and History	10

COURSE HANDBOOK

BACHELOR OF EDUCATION (EARLY CHILDHOOD AND PRIMARY)

CRS304	Personal Development, Health and Physical Education	10	EXP321	Professional Experience K-6 (20 days)	10
Fourth Year					
Semester 7			Semester 8		
CRS301	STEAMS 1: Cross-Curriculum Pedagogy – Spirituality, Technology, English, Arts, Mathematics, Science – Stage 2 Focus	10	CRS305	STEAMS 2: Cross-Curriculum Pedagogy – Spirituality, Technology, English, Arts, Mathematics, Science – Stage 3 Focus	10
CRS306	Years K-6 Language and Literacy (4)	10	EDU332	Learning and Teaching in Community Contexts	10
	Elective	10		Elective	10
EDU315	Leadership and Management	10	EXP322	Professional Experience K-6 (20 days)	10

ELECTIVE SUBJECTS	Students select 2 electives from any subject taken from accredited Level 7 subjects offered by Alphacrucis University College	20
SPECIALISATIONS	English, Mathematics,	
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	Must pass LANTITE before their final placement and preferably earlier in their program.	

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

***Note:** 'EDU108 Academic Writing and Professional Communication' replaces 'EDU105 - Introduction to Academic Research and Writing' from Semester 1, 2024 onwards. Students admitted into the Bachelor of Education (Early Childhood and Primary) in 2023 will undertake 'EDU105 Introduction to Academic Research and Writing' as part of their studies.

To complete an English Specialisation Teacher Education Students must do
English - The Art of Writing
English - Years 3-6 Reading and Writing
To complete and Maths Specialisation Teacher Education Students must do
Numeracy and Mathematics Learning in Early Childhood
Mathematics and Numeracy in the Later Primary Years
Early Childhood/Primary elective subjects
Educational Psychology and Pedagogical Practice
The Educational Leader
Curriculum Assessment and Reporting
Data-Driven Decision Making: Aligning Paradigm and Research Process (1)
Data-Driven Decision Making: Aligning Paradigm and Research Process (2)

COURSE HANDBOOK

COURSE STRUCTURE (PREVIOUS)

The course structure is based on eight semesters (each of 13 weeks duration), with four subjects taught in each semester. This includes:

- 10 cp from Christian Studies
- 150 cp ECEC and K-6 Education (includes 20 days of ECEC Professional Experience)
- 30 cp ECEC Experience (includes 20 days of ECEC Professional Experience)
- 100 cp from K-6 Curriculum Studies (including 20 credit points of specialisation or elective subjects)
- 20 cp K-6 Professional Experience (50 Days)
- 10 cp ECEC Professional Experience (10 Days) (plus 10 Observation Days across EC and K-6 in Year 1)

To qualify for the award of the degree of Bachelor of Education (Early Childhood and Primary), Teacher Education Students (TES) shall accrue an aggregate of at least 320 credit points from subjects listed below. TES must complete the required number of teaching days to register with the relevant State teaching authority as stipulated by local registration/employing bodies.

Content of the course and recommended course progression

First Year					
Semester 1			Semester 2		
THE101	Christian Worldview	10	EDU126	Australian Indigenous Education	10
EDU101	Foundations in Christian Learning and Teaching	10	EDU212	Inclusive Education	10
EDU105	Introduction to Academic Research and Writing	10	EDU227	Childhood Development	10
EDU121	Critical Thinking for Effective Learning	10	EDU214	Praxis and Pedagogy of Play (plus EXP110 EC PEX 10 days)	10
Second Year					
Semester 3			Semester 4		
EDU115	Brain Development (<i>previously CRS115</i>)	10	CRS205	Birth-5 Years Language and Literacy	10
EDU113	Wellbeing and Care	10	EDU211	Learning and Teaching through Digital Technologies	10
CRS107	Elementary Mathematics	10	CRS236	Creative Arts	10
EXP112	Professional Experience 0-35 mths (10 days)	10	EDU316	Differentiation, Classroom Engagement and Management (plus EXP213 20 days 3-5 Yrs PEX)	10
Third Year					
Semester 5			Semester 6		
CRS206	Years K-2 Reading and Writing	10	CRS207	Years 3-6 Reading and Writing	10
CRS208	Primary Mathematics 1	10	CRS209	Primary Mathematics 2	10
CRS233	Science and Technology	10	CRS301	STEAMS 1: Spirituality, Technology, English, Arts, Mathematics, Science	10
EDU315	Leadership and Management (plus EXP214 PEX 10 days leadership-oriented)	10	CRS204	Geography and History	10
Fourth Year					
Semester 7			Semester 8		
CRS304	Personal Development, Health and Physical Education	10	CRS305	STEAMS 2: Spirituality, Technology, English, Arts, Mathematics, Science	10
CRS306	Years K-6 Language and Literacy	10	EDU332	Learning and Teaching in Community Contexts	10
	Elective 1a CRS	10		Elective 1b CRS	10
EXP321	Professional Experience (Primary) (20 days)	10	EXP322	Professional Experience (Primary) (30 days)	10

COURSE HANDBOOK

ELECTIVE SUBJECTS	Students select two electives from CRS coded subjects	20
SPECIALISATIONS	English or Mathematics	
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. Must pass LANTITE before their final placement and preferably earlier in their program.	
BRIDGING/ NESTED COURSES	The Diploma of Education Studies, Associate Degree in Education Studies, and Bachelor of Arts (Education Studies) are nested 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 this course may progress into AC's Bachelor of Advanced Studies (Honours) or one of AC's postgraduate courses. Graduates are advised to contact the Future Students Team for information on eligibility requirements for further study.

Career Opportunities

Graduates of the Bachelor of Education (Early Childhood and Primary) may find employment in early childhood centres, 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.

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 (Early Childhood and Primary), TES will complete 90 days of professional experience across the course. TES will also participate in 10 observation days.

In addition, the TES, 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 [Undergraduate Professional Experience Handbook](#) or contact our [Student Support](#) team.

ADMISSION CRITERIA

Academic Entry Requirements

Applicants with 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.

Please note that from 2024 onwards, applicants must also demonstrate that they have achieved at least a Band 4 in Mathematics for the HSC for entry into the Bachelor of Education (Early Childhood and Primary). More information on the NSW Education Standards Authority (NESA) entry requirements for teaching degrees can be found here: <https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/teaching-qualifications/studying-teaching>.

Special admission is also available for Year 12 students whose ATAR (or equivalent) falls within 5 points of the published lowest ATAR to receive an offer 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.

Applicants with Vocational Education and Training Study

Applicants whose highest level of study since leaving secondary education is a complete Vocational Education and Training (VET) qualification are advised to seek provisional entry into the Bachelor of Education (Early Childhood and Primary).

Applicants with Higher Education Study

Applicants whose highest level of study enrolment since leaving secondary education is a complete or partially complete *higher education* qualification must demonstrate the completion or partial completion of an AQF Level 5 Higher Education Diploma (or higher) by an authorised institution for admission into this course.

Applicants with Work and Life Experience

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](#)

COURSE HANDBOOK

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](#).

IELTS (or equivalent) is not required for applicants who have successfully completed at least two years of full-time study (or equivalent) of a secondary or tertiary qualification at AQF Diploma level or higher, where the medium of study was English and completed no earlier than two years prior to the commencement of the course of study to which the student seeks admission.

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

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.

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 (NESAs) 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.

COURSE HANDBOOK

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](#).*

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 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*

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: 2023	
	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)	<5	N/P
(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	N/A	N/A
All students	<5	N/P

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	<5
Median rank to receive an offer	<5
Lowest rank to receive an offer	<5

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](https://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.