

COURSE HANDBOOK

OVERVIEW

ENGAGING, CRITIQUING, TRANSFORMING		
The Master of Education (Leadership) produce graduates who are equipped to engage in life-long learning in their profession as school leaders	Program Director	Dr Fiona Partridge
	AQF Level	AQF Level 9 (Postgraduate)
	Qualification	Masters Degree (Coursework)
	Subjects	8
	IELTS	7.0
	Languages of Instruction	English
	CRICOS Code	097941G
	ASCED Code	070103
	Accreditation	Self-accreditation
	Course Length	2 years full-time; or Up to 7 years part-time

Christian educators are called to participate in God’s work of the redemption and renewal of all things through Christ. The Master of Education (Leadership) course involves engaging, critiquing, and re-forming scholarly educational discourse and practice in light of biblical perspectives. Students will be equipped to re-imagine, develop, and lead flourishing and hope-filled learning communities, equipped to contribute to the task of transformative education. This course is aimed at leaders in school communities, and or classroom practitioners wishing to develop their leadership skills. Christian educators who desire to deepen their understanding of educational practice through study in this course will develop their craft of Christian education through deeply engaging with reflective practice, critical thinking, and communication of ideas.

The Master of Education (Leadership) degree course is a one-year (full time) eight-subject (80 credit points) graduate entry level course for education-qualified school principals, those in school leadership positions, or those wishing to take on leadership responsibilities. This course is largely positioned for educators working full time and studying part-time. The Graduate Certificate of Education (Leadership) course is a nested award in the Master of Education (Leadership), allowing flexibility for students who may wish to start with a postgraduate course before committing to a Master of Education (Leadership). Students who need to exit the Master of Education (Leadership) earlier than intended due to unforeseen personal or professional reasons may qualify for a course enrolment variation into the Graduate Certificate of Education (Leadership).

COURSE HANDBOOK



Through a Higher Education Third Party Arrangement (HETPA), the National Institute for Christian Education (NICE) delivers this course of study on AC's behalf. NICE is a postgraduate training institute that has been developing Christian educators since 1979. For more information about NICE, including the suite of courses they deliver, their teaching faculty, requirements for admission into this course of study, and information about fees and student services, please visit NICE's website (<https://nice.edu.au/>).

Included also in the course is a substantial body of knowledge appropriate to current educational leadership practice. Utilising the expertise of highly qualified and experienced lecturing staff, and with access to current books and e-journals, the course core and elective subjects provide a biblical grounding pertinent to practically-oriented, current theoretical foundations that apply to a range of school leadership contexts. The course therefore aims to produce graduates who are competent and reflective school leaders who are equipped to engage in life-long learning in their profession. The course provides an advanced grounding in educational leadership theory and practice as understood from a biblical perspective. As such, the course encourages investigation into, and reflection on, current theory and practice, and where necessary, thoughtful deconstruction, and re-construction towards application in effective practice within specific, local contexts. The Master of Education (Leadership) course offers three capstone completion pathways, allowing students to engage in an extended research project if interested and eligible.

AC & NICE GRADUATE ATTRIBUTES

Christian Worldview

AC: 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.

NICE: Articulate a clear understanding of God's story, a biblical worldview, and its impact on philosophical and historical trends in education. Plan and implement educational programs in the social and cultural context of the contemporary world that are critically shaped by a biblically informed experience of that world.

Leadership

AC: 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.

NICE: Demonstrate the advanced level of knowledge and high order of skills that are required for effective Christian educational leadership and training in such areas as teaching, curriculum, administration and research in order to fulfil the vision and mission of particular school communities.

COURSE HANDBOOK

Integrity and Justice

AC: 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.

NICE: Recognise the diversity of worldviews and life values that characterise today's pluralist societies, encourage respect, based on informed understanding, of those who hold views that differ from those of the school community of the student.

Communications

AC: 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.

NICE: Critically evaluate and effectively communicate educational theories and practices in order to most effectively achieve desired learning outcomes with special attention to embedded worldview and life values.

Personal and Social Skills

AC: 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.

NICE: Develop a plan for continual personal development that includes spiritual, professional and interpersonal skills for effective classroom teaching and collegial academic engagement.

Critical and Creative Thinking

AC: 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.

NICE: Demonstrate creativity and flexibility supported by biblically informed, rigorous reasoning in identifying and dealing with emerging problems in the educational context.

Professional Knowledge

AC: 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

NICE: Develop and implement classroom research projects that will provide a sound basis for the development of effective educational practice based upon the philosophical assumptions of the school context and needs of students.

COURSE LEARNING OUTCOMES

Specification	Level 9: Masters Degree	AC/NICE Course Learning outcomes	AC/NICE Graduate Attributes
Knowledge	<p>Graduates of a Masters Degree (Coursework) 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 recognition of the diversity of life values that characterise today's pluralist societies, including as appropriate, consideration and application of Aboriginal and Torres Strait Islander perspectives, and ability to encourage respect, based on informed understanding, of those who hold views that differ from those of the school community; detailed understanding of the development of theological and anthropological perspectives on Christian educational leadership practice; in-depth understanding of general research principles and methods, and advanced knowledge of specific research approaches within the discipline of educational leadership. 	<p>Christian Worldview</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>
Skills	<p>Graduates of a Masters Degree (Coursework) 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 	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> critically evaluate and effectively communicate educational leadership 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- 	<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>

COURSE HANDBOOK

	<p>investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice;</p> <ul style="list-style-type: none"> • 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>order of skills that are required for effective Christian educational leadership in such areas as management, administration and research in order to develop, sustain and fulfil the vision and mission of particular school communities;</p> <ul style="list-style-type: none"> • advanced ability to develop and implement a school-based research project that will provide a sound basis for the development of effective educational leadership practise based upon the philosophical assumptions of the school context and needs of students; • articulate a clear understanding of a biblical worldview, and its impact on philosophical and historical trends in educational leadership. Plan and implement educational leadership programs in the social and cultural context of the contemporary world that are critically shaped by a biblically informed experience of that world; • design and implement a capstone project which examines a complex problem or issue using appropriate methodologies and theories from educational leadership. 	<p>Professional Knowledge</p>
<p>Application of knowledge and skills</p>	<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; 	<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 educational leadership context; • develop a plan for continual personal development that includes spiritual, professional, and interpersonal skills for effective school leadership and collegial academic engagement; 	<p>Christian Worldview Leadership Integrity and Justice Communication Personal and Social Skills Critical and Creative Thinking Professional Knowledge</p>

COURSE HANDBOOK

	<ul style="list-style-type: none">• to plan and execute a substantial research-based project, capstone experience and/or piece of scholarship.	<ul style="list-style-type: none">• design and implement a major research project to advance personal and professional development, in order to thrive in educational leadership contexts.	
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COURSE HANDBOOK

COURSE STRUCTURE (CURRENT)

<p>This course structure applies to students enrolled from Semester 1, 2024 onwards.</p> <p>The course structure is based on a full-time study load over two semesters (each of 13 weeks duration), with four subjects taught in each semester (summer intake and part-time mode also available). It comprises:</p> <ul style="list-style-type: none"> • 40 cp Core subjects • 30 cp Electives • 10 cp Capstone subject (or 20 cp Capstone subject and 20 cp Electives) <p>To qualify for award of the degree of Master of Education (leadership) a candidate shall accrue an aggregate of at least 80 credit points, including satisfactory completion of the core subjects noted below.</p> <p>The degree is a Master of Education (Leadership) via course work with research components.</p>		
CONTENT OF THE COURSE OF STUDY		CREDIT POINTS
CORE SUBJECTS	EDU400/a Biblical Foundations of Education EDU501/a Worldviews and Educational Practice EDU505 A Biblical Vision for Christian School Leadership EDU506 Biblical Principles of School Management <i>Note: the "a" versions are the core subjects that are offered via the NICE@School supported delivery mode.</i>	4 x 10
ELECTIVE SUBJECTS	EDU527 Cross-Cultural Perspectives in Education EDU531 Directed Reading in Educational Leadership EDU561 Leading Quality Teaching and Learning EDU567 Adults and Professional Learning EDU572 Community Partnerships in Education EDU574 The Social and Historical Context of Christian Schooling EDU576 Reforming Leadership: Overseeing Change and Continuity EDU579 Critical Evaluation of Professional Learning EDU565 Mentoring, Coaching, and Supervising in Educational Contexts EDU595 Research Methods in Education* In addition to 20 cp from the electives listed above, students may choose up to 1 elective (10 cp) from the Master of Education course.	3 x 10 (unless undertaking EDU598 for 20cp)
CAPSTONE (COMPULSORY)	Students must complete one of the follow capstone subjects in order to fulfil the course requirements: EDU596 Reflective Project Capstone (10cp) EDU581 Research Design Capstone (10 cp) EDU598 Education Research Project Capstone (20 cp, taken over two semesters) The capstone subject offerings enable students to meet the AQF9 standard application of knowledge and skills: "to plan and execute a	1 x 10 (or 1 x 20)

COURSE HANDBOOK

COURSE STRUCTURE (CURRENT)

	substantial research-based project, capstone experience and/or piece of scholarship”.	
SPECIALISATION	There are no specialisations.	
RULES OF PROGRESSION	4 core subjects, 3 electives and 1 x 10 cp capstone subject. Or 4 core subjects, 2 electives and 1 x 20 cp capstone subject (with compulsory EDU595 Research Methods subject for EDU581).	
OTHER PROTOCOLS OF THE COURSE	10 credit points per subject with 1 point being 10 hours of study per week. Total hours per subject is 130 hours.	
PRE-REQUISITES FOR SPECIFIC SUBJECTS	<p>*EDU595 Research Methods in Education is a compulsory requisite to EDU598 Education Research Project Capstone (20 credits) and is highly recommended as for completion prior to EDU581 Research Design Capstone.</p> <p>EDU595 must be completed at no lower than a Credit grade in order to be eligible for transition into EDU598.</p> <p>Pre-requisites are noted on each subject outline. Students must have completed the pre-requisite to enrol in the subject.</p>	
Nested Course	The Graduate Certificate in Education (Leadership) is a nested award in the Master of Education (Leadership) designed to equip education professionals with an understanding of a biblical perspective on the philosophical foundations of educational leadership. 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 Education (Leadership) or for students who need to exit the Master of Education (Leadership) earlier than intended, due to unforeseen personal or professional reasons.	
PROPOSED COURSE PROGRESSION	Please refer to Appendix 1 .	

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

COURSE STRUCTURE (PREVIOUS)

This course structure applies to students enrolled prior to Semester 1, 2024.	
Structure of the course of study: The course structure is based on two semesters (each of 13 weeks duration), with four subjects taught in each semester. It comprises: <ul style="list-style-type: none"> • 40 credit points of compulsory core subjects • 30 credit points of electives • 10 credit point capstone subject (or 20 cp Capstone subject and 20 cp Electives) <p>To qualify for award of the degree of Master of Education (Leadership) a candidate shall accrue an aggregate of at least 80 credit points, including satisfactory completion of the core subjects noted below.</p>	
CONTENT OF THE COURSE OF STUDY	CREDIT POINTS

COURSE HANDBOOK

COURSE STRUCTURE (PREVIOUS)

CORE SUBJECTS	EDU400 Biblical Foundations of Education (or THE401 Christian Worldview) EDU501 Worldviews and Educational Practice EDU505 A Biblical Vision for Christian School Leadership EDU506 Biblical Principles of School Management	4 x 10
ELECTIVE SUBJECTS	EDU526 Comparative and International Education EDU531 Directed Reading in Educational Leadership EDU561 Leading Quality Teaching and Learning EDU567 Adults and Professional Learning EDU572 Community Partnerships in Education EDU574 The Social and Historical Context of Christian Schooling EDU576 Reforming Leadership: Overseeing Change and Continuity EDU580 Critical Analysis of Leadership Development EDU595 Research Methods in Education* In addition to 20 cp from the electives listed above, students may choose up to 1 elective (10 cp) from the Master of Education course.	3 x 10 (unless undertaking EDU593 for 20cp)
CAPSTONE (COMPULSORY)	EDU590 Capstone Review EDU593 Education Research Project EDU597 Reflexive Leading through Action Research	1 x 10 (or 1 x 20)
SPECIALISATION	There are no specialisations	
RULES OF PROGRESSION	4 core subjects, 3 electives and 1 10 cp capstone subject. OR 4 core subjects, 2 electives and 1 20 cp capstone subject.	
OTHER PROTOCOLS OF THE COURSE	10 credit points per subject with 1 point being 10 hours of study per week. Total hours per subject is 130 hours.	
PRE-REQUISITES FOR SPECIFIC SUBJECTS	*EDU595 Research Methods in Education is a compulsory requisite to EDU593 Education Research Project (20 credits) and is highly recommended as for completion prior to EDU597 Reflexive Leading through Action Research	

About NICE Course Delivery

The Master of Education (Leadership) is delivered online using the Learning Management System (LMS), Moodle. Online study is supported by lecturer meetings (via zoom/teams). Although these synchronous sessions are not compulsory and will be recorded for those unable to attend live, participation is highly recommended.

NICE@School delivery arrangement may be approved for the first two core subjects EDU400a and EDU501a, allowing for additional support through intensives.

The National Institute for Christian Education (NICE) delivers this course of study on AC's behalf through a Higher Education Third Party Arrangement (HETPA). The National Institute for Christian Education (NICE) offers study over three semesters per year.

Semester 1: March to June

COURSE HANDBOOK

Semester 2: July to November

Summer Intake: November to February

Students studying outside Australia are welcome and catered for in the course delivery.

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 AC Future Students Team for information on eligibility requirements for further study.

Career Opportunities

This course aims to produce graduates who are competent and reflective professional education leaders who are equipped to engage in life-long learning in their educational profession. The Master of Education (Leadership) has been developed primarily for qualified school principals and those in school leadership positions within the Christian Education National schools in Australia, however, the course may be undertaken by education leaders in other school systems in Australia, as well as by students studying online overseas.

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 each subject. To qualify for the award of the Master of Education (Leadership), a candidate is not required to complete any Professional Practice subjects.

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.

COURSE HANDBOOK

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 at least an AQF Level 7 Bachelors degree in education, or the equivalent degree and a Diploma or Certificate in Education, or completion of a Level 8 or above equivalent postgraduate qualification by an authorised institution.

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

Overseas students are required to demonstrate their English proficiency skills. Such students admitted into our programs must attain an overall IELTS (or equivalent) score of 7.0 (with no score below 7.0 in any of the four skills areas). IELTS (or equivalent) is not required for applicants who have undertaken five years of required higher education study (or equivalent) in English from an approved country or who have completed a Certificate IV or higher qualification awarded in English under the Australian Qualification Framework by an authorised institution or registered training organisation.

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

Other Requirements

Applicants wishing to enrol in the Master of Education (Leadership) must meet the stated admissions criteria for the course / postgraduate study (i.e., a Bachelor's degree or equivalent), and additionally at least one of the following criteria:

- have experience in teaching (minimum 2 years) and are wishing to develop their leadership skills as an aspiring leader (education referee may be contacted)
- have a current education leadership role in a school (education referee may be contacted)
- are involved in school management, business, community liaison, marketing, or governance role and qualify for the MEd(L) after completion of the Graduate Certificate of Education (Leadership).

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;

COURSE HANDBOOK

- serious family illness or excessive family responsibility;
- geographical isolation of home and/or school;
- 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 special admissions pathways, 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 your studies to arrange a study plan that best suits your needs.

HOW TO APPLY

Once you have chosen your course of study, you will need to apply direct to NICE. Applications typically close 3 weeks before semester commences. All NICE application forms are completed online.

Further information on How to Apply and access to the Application Forms is available on the NICE [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 NICE, you will be invited to enrol in your specific subjects in the next academic period. Students are advised to consult their timetable (please visit the NICE website), 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.

COURSE HANDBOOK

STUDENT SERVICES

Student Support Team

AC's and NICE'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 NICE Student Support: admin@nice.edu.au

Phone: (02) 8893 9005

<https://www.ac.edu.au/current-students/student-support/>

**Not available at all campuses*

COURSE HANDBOOK

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: 2024	
	Number of students	Percentage of all students
(A) Past higher education study (includes a bridging or enabling course)	39	100%
(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 (regardless of whether this includes the impact of adjustment factors such as equity or subject bonus points)	N/A	N/A
• Admitted where both ATAR and additional criteria were considered (e.g. portfolio, audition, extra test, early offer conditional on minimum ATAR)	N/A	N/A
• Admitted on the basis of other criteria only and ATAR was not a factor (e.g. special consideration, audition alone, schools recommendation scheme with no minimum ATAR requirement)	N/A	N/A
International students	7	17.95%
All students	39	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.

COURSE HANDBOOK

WHERE TO GET FURTHER INFORMATION

ac.edu.au

AC's [website](http://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!

nice.edu.au

As this course is delivered by NICE as part of a Higher Education Third Party Arrangement with AC, NICE's [website](http://nice.edu.au) is the best place to discover what's happening at NICE.

Moodle

Once you begin your studies at AC / NICE, you will use [Moodle](#) as your Learning Management System (LMS) to access all your subject content, the 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.

COURSE HANDBOOK

Complaints and Grievances

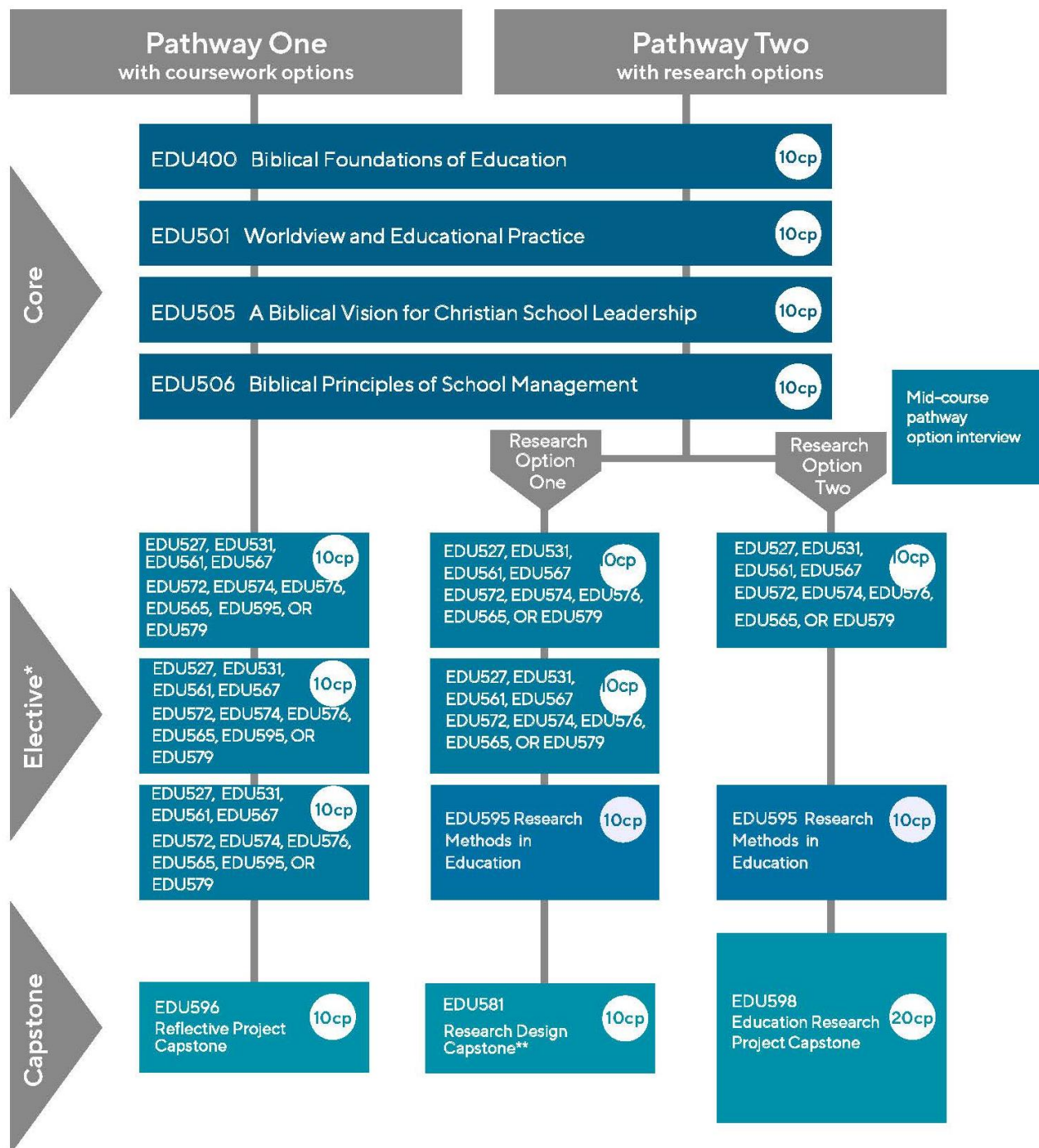
If you are unsatisfied with the outcome of your application, AC's [Complaint and Grievance Resolution Policy](#) outlines the procedure for resolving a complaint or grievance.

APPENDIX 1 - PROPOSED COURSE PROGRESSION

COURSE HANDBOOK

Master of Education (Leadership)

80 credit points



*In addition to 20cp from the electives listed, students may choose up to 1 elective (10cp) from the Master of Education course.

**Will be offered from Semester 1 2024.