

COURSE HANDBOOK

MASTER OF TEACHING (SECONDARY)

OVERVIEW

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.	AQF Level	AQF Level 9 (Postgraduate)
	Qualification	Masters Degree
	Subjects	16
	IELTS	7.5*
	Languages of Instruction	English
	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 AC'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 research in this program equips graduates to undertake ongoing 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

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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COURSE LEARNING OUTCOMES

Specification	Level 9: Masters Degree	AC Course Learning outcomes	AC Graduate Attributes
Knowledge	Graduates of a Masters Degree (coursework) Degree will have: - 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.	Demonstrated: - 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.	Christian Worldview Critical and Creative Thinking Professional Knowledge

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Specification	Level 9: Masters Degree	AC Course Learning outcomes	AC Graduate Attributes
Skills	Graduates of a Masters Degree (coursework) Degree will have: • 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.	Demonstrated ability to: • 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.	Christian Worldview Leadership Integrity and Justice Communication Personal and Social Skills Critical and Creative Thinking Professional Knowledge

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Specification	Level 9: Masters Degree	AC Course Learning outcomes	AC Graduate Attributes
Application of knowledge and skills	Graduates of a Masters Degree (coursework) will demonstrate the application of knowledge and skills: • 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.	Demonstrated ability to: • 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.	Christian Worldview Leadership Integrity and Justice Communication Personal and Social Skills Critical and Creative Thinking Professional Knowledge

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COURSE STRUCTURE

This course structure applies to students who commence from Semester 1, 2026

The course structure is based on four semesters each of 16 weeks (12 academic weeks and four placement weeks). It comprises:

- 80 cp from Education (EDU subjects)
- 40 cp from Curriculum Studies (CRS subjects)
- 10 cp from Electives
- 10 cp from Research (EDU508)
- 20 cp from Professional Experience (EDU591 A/B and EDU599)

To qualify for the 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.

All Master of Teaching candidates must attempt the LANTITE Literacy and Numeracy tests in their first Semester of study to ensure they can progress through the course.

RECOMMENDED COURSE SEQUENCE		CREDIT POINTS
CORE SUBJECTS	1st Semester	
	Curriculum 1 subject A	10
	EDU407 Foundations of Christian Education	10
	EDU408 Teaching and Learning Evidence and Practice	10
	EDU440 Child and Adolescent Development and Learning	10
	2nd Semester	
	Curriculum 1 subject B	10
	Curriculum 2 subject A – or CRS460	10
	EDU523 Inclusive Education	10
	EDU541 Differentiated Curriculum and Learning Management	10
	EDU591A Professional Experience 1 (20 days)	5
	3rd Semester	
	EDU542 Learning and Teaching through ICT	10
	EDU534 Literacy and Numeracy in Context	10
	Curriculum 2 subject B – or CRS570	10
	Elective*	10
	EDU591B Professional Experience 2 (20 days)	5
	4th Semester	
	EDU426 Aboriginal and Torres Strait Islander Perspectives	10
	EDU508 Educational Research and Evidence in Practice	10

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ELECTIVES	EDU599 Professional Experience 3 (20 days)	10
	*1 subject taken from accredited Level 8 or above subjects offered by AC in the given semester.	
MAJORS (SPECIALISATION)	ENGLISH CRS403 Curriculum Studies - English: Part A CRS503 Curriculum Studies - English: Part B CREATIVE ARTS CRS435 Curriculum Studies - Visual Arts: Part A CRS535 Curriculum Studies - Visual Arts: Part B 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 CRS516 Curriculum Studies - Ancient History CRS515 Curriculum Studies - Modern History CRS532 Curriculum Studies - Studies of Religion MATHEMATICS CRS414 Curriculum Studies - Mathematics: Part A CRS514 Curriculum Studies - Mathematics: Part B PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION CRS411 Curriculum Studies - PDHPE: Part A CRS560 Curriculum Studies - Human Movement Science TECHNOLOGY CRS419 Curriculum Studies – Computing Technology CRS519 Curriculum Studies – Enterprise Computing SCIENCE CRS441 Curriculum Studies - Integrated Science CRS541 Curriculum Studies - Physics CRS542 Curriculum Studies – Chemistry CRS543 Curriculum Studies - Biology General Curriculum Units CRS460 – Curriculum, Pedagogy and Assessment (Years 7-10) CRS570 – Learning Design, Engagement and Innovation	
RULES OF PROGRESSION	Prerequisites/co-req EDU407 Foundations of Christian Education and EDU408 Teaching and Learning Evidence and Practice	

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	EDU591A must be completed before EDU591B and EDU591B must be completed before EDU599. Students pass LANTITE before enrolling in EDU599,	
OTHER PROTOCOLS	Must have the appropriate approvals for working with children prior to commencing placement (i.e. WWCC or state equivalent, Anaphylaxis and CPAT training)	
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.	
BRIDGING/ NESTED COURSES	There are no nested courses within the Master of Teaching (Secondary).	

**awaiting final approval by Academic Board*

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COURSE STRUCTURE

This course structure applies to students who commence from Semester 1, 2025

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:

- 70 cp from Education
- 40 cp from Curriculum Studies
- 10 cp from Christian Studies
- 10 cp from Electives
- 10 cp from Research
- 20 cp from Professional Experience

To qualify for the 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.

Please note as of January 2025, all MTS candidates must attempt the LANTITE Literacy and Numeracy test in their first Semester of study to ensure they can progress through the course.

CONTENT OF THE COURSE OF STUDY		CREDIT POINTS
CORE SUBJECTS	<i>Recommended Sequence:</i> 1st Semester: ACA401 Faith and Purpose (previously THE101 Christian Worldview) 10 EDU407 Foundations in Christian Learning and Teaching 10 EDU408 Learning and Teaching, Theory and Practice 1010 Elective * 2nd Semester: EDU426 Australian Indigenous Education 10 EDU523 Inclusive Education 10 EDU541 Differentiated Curriculum and Learning Management 10 Curriculum 1 subject A 105 EDU591A Placement Experience 1 (20 days) 3rd Semester: EDU542 Learning and Teaching through ICT 10 EDU508 Educational Evidence and Research in Practice 10 Curriculum 2 subject A – or general curriculum unit 400 level 10 Curriculum 1 subject B 105 EDU591B Professional Experience 2 (20 days) 4th Semester: EDU545 Educational Policy Development 10 Curriculum 2 subject B – or general curriculum unit 500 level 10 EDU599 Professional Experience 3 (20 days) 10	
ELECTIVE SUBJECTS	*1 subject taken from accredited Level 8 or above subjects offered by AC. Recommended either EDU522 Self Reflective Educator or SSC410 Psychology of Emotion and Wellbeing	

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MAJORS (SPECIALISATION)	ENGLISH CRS403 Curriculum Studies - English: Part A CRS503 Curriculum Studies - English: Part B 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 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 CRS516 Curriculum Studies - Ancient History CRS515 Curriculum Studies - Modern History CRS532 Curriculum Studies - Studies of Religion MATHEMATICS CRS414 Curriculum Studies - Mathematics: Part A CRS514 Curriculum Studies - Mathematics: Part B PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION CRS411 Curriculum Studies - PDHPE: Part A CRS511 Curriculum Studies - PDHPE: Part B TECHNOLOGY CRS418 Curriculum Studies – Information and Software Technology CRS518 Curriculum Studies – Information Processes and Technology SCIENCE CRS441 Curriculum Studies - Integrated Science CRS541 Curriculum Studies - Physics CRS542 Curriculum Studies – Chemistry General Curriculum Units CRS460 – Curriculum, Pedagogy and Assessment (Years 7-10) CRS570 – Learning Design, Engagement and Innovation
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).

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Alphacrucis University College

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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 by AC 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 for EDU591 and EDU599 Professional Experiences (10 credit points each) will be conducted by the Professional Experience Program Director.

In addition, the pre-service teacher, once admitted into the course, may apply for a Teaching School placement. This is a mode of study that places the student, typically one day a week in a host school under a Host Mentor, where they can practice their new skills and understanding without the pressures of assessment.

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, they 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 NESA - [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.

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) in their first semester of study and are required to pass LANTITE prior to their final placement.

Working with Children Check or Equivalent

AC students are required to complete the Working with Children Check (or state/territory-based equivalent) online. You are classified a 'volunteer' in Education. Submit application online and 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.

Anaphylaxis Training for Initial Teacher Education Students

Training is provided free online by the Australian Society of Clinical Immunology and Allergy (ASCI) (<https://www.allergy.org.au/patients/anaphylaxis-e-training-schools-and-childcare>) 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

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 \(NESA\)](#).

DIVERSITY AND EQUITY

AC is committed to providing a learning environment that is free from discrimination based on 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 consider the specific needs of participants. AC encourages students to inform Student Support of any disability, medical condition or learning need that may impact their studies to arrange a study plan that best suits their 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 the [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](#)), and contact the Program Director (Postgraduate) 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/current-students/student-support/>

**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: 2024	
	Number of new students	Percentage of all new students
(A) Past higher education study (includes a bridging or enabling course)	<5	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: • 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	N/A	N/P
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	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](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!

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.