

COURSE HANDBOOK



Alphacrucis University College

BACHELOR OF EARLY CHILDHOOD EDUCATION (BIRTH TO 5)

OVERVIEW

Bachelor of Early Childhood Education (Birth to 5)		
The Bachelor of Early Childhood Education Birth to five years equips graduates with a fully accredited professional qualification accredited by ACECQA. It accredits you to work in Early Childhood Centres with children from 0 to 5 years old.	Program Director	Michael Parzakonis
	Program Convenor	TBA
	AQF Level	AQF Level 7
	Qualification	Bachelor
	Subjects	24
	IELTS	7.0
	Languages of Instruction	English
	CRICOS	119372F
	ASCED Code	070101
	Accreditation	Self-accreditation Professional accreditation (ACECQA)
	Course Length	3 years full-time; up to 8 years part-time

The Bachelor of Early Childhood (Birth to 5) is a three-year full-time qualification in early childhood education and care services, long day care centres, and preschools.

The course incorporates 80 days of professional experience in early childhood education settings and covers key areas of child development, education and curriculum studies, family and community contexts, history, and philosophy of early childhood, and ethical leadership and management. The program incorporates evidence-based theory and innovative practice to equip you with the necessary critical and pedagogical strategies in your work in early childhood contexts. It provides opportunity for students to explore these through a Christian worldview and to embed biblical principles and perspectives in their teaching practice. It equips students with the knowledge and skills required to competently address contemporary education and societal challenges.

The course builds on Alphacrucis University College's established expertise in producing graduates with purpose who embody integrity, professional knowledge and who make a positive contribution to society. This award is accredited by the Australian Children's Education and Care Quality Authority (ACECQA).

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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	AQF Level 7	AC Course Learning Outcomes	AC Graduate Attributes
Knowledge	Graduates at this level will have broad theoretical and technical knowledge with depth in one or more disciplines or areas of practice.	Demonstrated: <ul style="list-style-type: none"> inclusivity in practice that is informed by the connection between educational theories and research connected to teaching and learning. understanding of educational research principles and methods to critically evaluate educational programs and policies. integrated understanding of the planning, implementation, assessment and reporting of pedagogically sound learning experiences consistent with a Christian worldview and appropriate to the demands of the Early Childhood teaching context. 	Christian Worldview Critical and Creative Thinking Professional Knowledge
Skills	Graduates at this level will have a well-developed cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> analyse and evaluate information to complete a range of activities analyse, generate and transmit solutions to unpredictable and 	Demonstrated ability to: <ul style="list-style-type: none"> apply effective pedagogical teaching and assessment approaches that enable 'belonging, being and becoming' of infants, toddlers, and young children. apply theoretical knowledge of the physical, cognitive, social/emotional development and spiritual 	Christian Worldview Leadership Integrity and Justice Communication Personal and Social Skills Critical and Creative Thinking Professional Knowledge

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	<p>sometimes complex problems</p> <ul style="list-style-type: none"> transmit knowledge, skills and ideas to others 	<p>growth in children with diverse profiles and apply strategies to support their holistic development and progression.</p> <ul style="list-style-type: none"> integrate evidence-based practice within a current and approved assessment and planning learning cycle. communicate effectively complex ideas and proposed solutions to peers and general audiences in diverse contexts. Analyse complex problems and apply effective decision-making techniques as an early childhood professional/leader to resolve these in educational settings. Apply ethical, reflective, and informed early childhood professional practice when working with colleagues, communities, children and their families, and other stakeholders. 	
Application of knowledge and skills	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:	<p>Demonstrated ability to:</p> <ul style="list-style-type: none"> comply with professional codes of ethics and regulations which impact on the 	<p>Christian Worldview</p> <p>Leadership</p> <p>Integrity and Justice</p> <p>Communication</p>

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	<ul style="list-style-type: none">• in contexts that require self-directed work and learning• within broad parameters to provide specialist advice and functions	<p>ability to work with children and keep abreast of changes in the legislation and practice applicable to the specific teaching context.</p> <ul style="list-style-type: none">• work independently, responsibly and with the level of professionalism expected of practitioners within the Early Childhood context.• Implement evidence-based practice and critical reflection in Early Childhood Education and Care to improve teaching and children's learning outcomes.	<p>Personal and Social Skills</p> <p>Critical and Creative Thinking</p> <p>Professional Knowledge</p>
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COURSE STRUCTURE

This course structure applies to students who commence from Semester 1, 2026		
Structure of the course of study	<p>The course structure is based on six semesters (each of 12 weeks duration), with four subjects taught in each semester.</p> <ul style="list-style-type: none"> • 10 cp from Christian Studies • 180 cp Education Studies • 10 cp Curriculum Studies • 40 cp ECEC Professional Experience (80 Days) <p>Minimum of 15 days in Australian early childhood settings with children under three years old (birth – 35 months).</p> <p>Minimum of 30 days in Australian early childhood settings with children aged three to five, before they start formal schooling.</p> <p>The remaining balance will be undertaken in approved early childhood education and care settings with children aged birth to five years of age.</p>	
	<p>To qualify for the award of the degree of Bachelor of Early Childhood Education students must accrue an aggregate of at least 240 credit points from subjects selected from either one or the other pathways above.</p>	
Content of the course of study		Credit points
Core subjects	EDU131 The Australian Early Childhood Context	10
	EDU108 Introduction to Academic Writing and Research	10
	ACA 101 Faith and Purpose	10
	EDU130 Early Childhood Perspectives Past and Present	10
	EDU132 Early Childhood Development, Wellbeing and Inclusivity	10
	EDU140 Early Childhood Praxis and Pedagogy	10
	EDU115 Brain Development from a 21 st Century Perspective	10
	EDU142 Early Childhood Ethics and Professional Practice	10
	CRS205 Birth to 5 years Language and Literacy	10
	EDU250 Teaching Pedagogies	10
	EDU240 Curriculum Studies in Early Childhood 1 (Numeracy, STEM, Learning and Teaching through Digital Technology)	10
	EDU242 Play-based Pedagogies	10
	EDU314 Curriculum Planning, Assessment and Evaluation	10
	EDU241 Curriculum Studies in Early Childhood 2 (Creative Arts and Movement)	10

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	EDU316 Differentiation, Classroom Engagement and Management	10
	EDU334 Building Partnerships with Families and Communities	10
	EDU350 Curriculum Studies in Early Childhood 3 (Social and environmental Education in Early Childhood; Physical Education)	10
	EDU335 Early Childhood Leadership, Management and Research	10
	EDU224 Inclusive Education	10
	EDU127 Aboriginal and Torres Strait Islander Perspectives	10
Professional Experience	EXP 120 Professional Experience 1 (20 days with children aged 3-5 years)	10
	EXP 221 Professional Experience 2 (20 days with children aged 3-5 years)	10
	EXP320 Professional Experience 3 (20 days including a minimum of 15 days with children aged 0-35 months)	10
	EXP330 Professional Experience 4 (20 days)	10
Rules of progression	Maximum of 10 subjects (100 credit points) at 100 level, and at least four subjects (40 credit points) at 300 level.	
Nested Courses	Students may exit the Bachelor of Early Childhood Education with an Advanced Diploma in Education on completing the first two years of study (160 Credit points).	
Other protocols of the course	The WWCC (or State Equivalent) and Nationally Coordinated Criminal History Check are required at course enrolment . Other placement requirements need to be completed at enrolment in EXP120 these include the Anaphylaxis training and completion of state required child protection training courses. This course has an 80% attendance requirement in all EDU units and the completion of 80 full days of professional experience.	
Pre-requisites for specific subjects	Pre-requisites and co-requisites are noted on the subject outline. Students must have completed the pre-requisite or be doing a co-requisite to enrol in a subject.	
ACECQA Professional Experience Requirements	80 days supervised professional experience for undergraduate early childhood teaching qualifications. This must include a minimum of 15 days in Australian early childhood settings with children under three years of (birth-35 months), and a minimum of 25 days in Australian early childhood settings with children aged three until before they start formal schooling, including days with children under five years of age. https://www.acecqa.gov.au/sites/default/files/2024-11/Requirements%20for%20early%20childhood%20teaching%20program%20assessments.pdf	

Content of the course and recommended course progression					
First Year					
Semester 1			Semester 2		
EDU131	The Australian Early Childhood Context	10	EDU132	Early Childhood Development, Wellbeing and Inclusivity <i>Prereq.: EDU130, EDU131</i>	10

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EDU108	Introduction to Academic Writing and Research	10	EDU140	Early Childhood Praxis and Pedagogy <i>Prereq.: EDU130, EDU131</i>	10
ACA101	Faith and Purpose	10	EDU141	Curriculum Planning, Programming, Assessment and Evaluation	10
EDU130	Early Childhood Perspectives Past and Present	10	EDU142	Early Childhood Ethics and Professional Practice <i>Prereq.: EDU130, EDU131</i>	10
Second Year					
Semester 3			Semester 4		
CRS205	Birth to 5 Years Language and literacy	10	EDU242	Play-based Pedagogies <i>Prereq: EDU130, EDU131, EDU140</i>	10
EDU127	Aboriginal and Torres Strait Islander Perspectives	10	EDU334	Building Partnerships with Families and Communities	10
EDU240	Curriculum Studies in Early Childhood 1: (Numeracy; STEM. Learning and Teaching through Digital Technology) <i>Prereq.: EDU130, EDU131, EDU140</i>	10	EDU241	Curriculum Studies in Early Childhood 2: (Creative Arts and Movement) <i>Prereq: EDU130, EDU131, EDU140</i>	10
EXP120	Professional Experience 1 (3-5 yrs.) (20 days) <i>Prereq.: EDU130, EDU131, EDU140</i> <i>Coreq.: EDU240</i>	10	EXP 221	Professional Experience 2 (3-5 yrs.) (20 days) <i>Prereq: EDU130, EDU131, EDU140, EDU240, EDU250, EXP120</i>	10
Third Year					
Semester 5			Semester 6		
EDU115	Brain Development from a 21st Century Perspective <i>Prereq: EDU130, EDU131, EDU140</i>	10	EDU335	Early Childhood Leadership, Management and Research <i>Prereq: EDU130, EDU131, EDU140</i>	10
EDU250	Teaching Pedagogies	10	EDU224	Inclusive Education	10
EDU350	Curriculum Studies in Early Childhood 3 (Social and Environmental Education in Early Childhood; Physical Education)	10	EDU316	Differentiation, Classroom Engagement and Management <i>Prereq: EDU130, EDU131, EDU140</i>	10
EXP320	Professional Experience 3 (20 days - Minimum 15 days Birth to 35 months) <i>Prereq: EDU130, EDU131, EDU140, EDU250, EXP120, EXP221</i>	10	EXP330	Professional Experience 4 (20 Days) <i>Prereq: EDU130, EDU131, EDU140, EDU250, EXP120, EXP221, EXP320</i>	10

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

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Pathways

Students who have successfully completed this course and wish to register as teachers with their state teaching authority can complete additional workplace and professional requirements to obtain this status.

Career Opportunities

Graduates of the Bachelor of Early Childhood Education may find employment in Early Childhood Centres.

Work-Integrated Learning

Work-Integrated Learning will be undertaken through Professional Experience 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 instruction, academic assessment and a placement in a workplace for each subject. Organisation and placement will be conducted by the AC Professional Experience Coordinator. Please note that AC professional experience team will try to arrange a professional experience close to where you live but that this may not always be possible and students may need to travel to their professional experience site. Students can also organise their own placement this, however, needs to be approved by the AC professional experience team and the conditions of the placement need to meet the course and tertiary requirements.

1. EXP431 Professional Experience 1 (10-days 0-3 and 20-days 3 to 5 in Early Childhood and Care Centre)
2. EXP432 Professional Experience 2 (30 days - 0 to 5 in Early Childhood and Care Centre)

ACECQA requirements for the Bachelor of Early Childhood Birth to Five Years are as follows:

80 days professional experience for undergraduate early childhood teaching qualifications. This must include a minimum of 10 days in Australian Early Childhood settings with children under three years old (birth-35 months), and a minimum of 10 days in Australian Early Childhood settings with children under three years old (birth-35 months), and MINIMUM OF 30 DAYS IN Australian Early Childhood settings with children aged three until before they start formal schooling., including days with children under five years of age. The remaining balance will be undertaken in Early Childhood settings with children birth to five years of age.

NB Early Childhood settings are children's Education and Care services that base their educational program on the National Quality Framework approved learning framework.

For further information related to Work-Integrated Learning please see the Early Childhood Professional Experience Handbook or contact our Professional Experience team (Education.PEX@ac.edu.au)

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ADMISSION CRITERIA

Academic Entry Requirements

Course of study:	Bachelor of Early Childhood Education		
Delivery site:	Sydney campus and online		
Student cohort	English language equivalence requirements	Educational and other qualifications, skills, prerequisite occupation(s)	Special or alternative admission arrangements (for example, bridging courses)
Australian School leavers	N/A	Year 12 ATAR of 60 or above	N/A
Graduate of a VET qualification	N/A	Completion of the minimum of an AQF level 4 qualification.	N/A
Graduate of a higher education degree	N/A	Applicants who have completed an Australian Higher Education award may apply for Cross Credit, or RPL for specific units.	N/A
Work and Life Experience	Have undertaken a minimum of 2 years of full time (or part time equivalent) early childhood experience as an early childhood teacher assistant/aid, family day care accredited provider, or an accredited before and after school carer.	Minimum qualifications and literacy levels will also be considered.	N/A
Overseas students	IELTS overall score of 7.0 (with no band score less than 6.5 in any band) or have completed an Australian School leavers qualification or Australian VET qualification in English.	Completed the equivalent of an Australian School leavers certificate or AQF level 4 qualification.	N/A

Non-academic Entry Requirements

Child Protection Check: students must submit a valid Working with Children Check (or State equivalent) at course enrolment. NSW students are required to complete the Working with Children Check online. Students are classified a 'volunteer' in Education. Students who will undertake their professional experience in other states need to complete the equivalent check. A full certificate should be submitted prior to course of enrolment. A receipt of application is not sufficient.

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Nationally Coordinated Criminal History Checks: Students must submit a valid Nationally Coordinated Criminal History Check at course enrolment. This is a requirement for students to complete their professional experience in an Australian Early Childcare Centre. This should be completed prior to course enrolment and must have been issued within the past 3 months.

Preadmission interview: Students are required to submit a video-based pre-admission interview. The purpose of this interview is to ensure that they can meet the requirements for working with children in an Early Childhood 0 to 5 years context. A follow up live interview may be requested by the Program Director if necessary.

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

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

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 7.0 (with no score below 6.5 in any of the four skills areas, and a score of no less than 6 in speaking and listening), either on entry to or on graduation from the program.

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

Additional Essential Requirements

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 (NESA) will accept. Students are required to complete this when enrolling in their first Professional Experience unit enrolment. Students who have met the academic and essential entry requirements can progress into the course prior to completing this training.

NSW Department of Education Child Protection Awareness Training: All students are required to complete the NSW Department of Education Child Protection Awareness Training when they enroll in their first Professional Experience unit. In addition, they may be required to complete state required child protection training. Students who have met the academic and essential entry requirements can progress into the course prior to completing this training.

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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](#).*

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ACCESS 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](#)), 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.

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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

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

**Not available at all campuses*

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WHERE TO GET FURTHER INFORMATION

ac.edu.au

AC's [website](https://www.ac.edu.au) is the best place to discover what's happening at AC and explore our courses, campuses and support services. If you are not yet an AC student, our [Future Students](#) team are here to help find the right course for you!

Moodle

Once you begin your studies at AC, you will use [Moodle](#) as your Learning Management System (LMS) to access all your subject content, the AC Academic Handbook, Study Skills and Textbook Information. New Students can also use Moodle to view our Induction Videos.

International Students

Nothing beats the experience of being part of our community and participating in our classroom discussions! Alternatively, for students who decide to study from their home country, AC brings education to you by offering many subjects and degrees by distance education allowing you to study from anywhere in the world. Flexible delivery means that you will have access to our e-Learning platform which provides resources, podcasts, online forums and tutor assistance that allows you to complete your studies from your home country. International students desiring to register as teachers in Australia are required to do fifty percent of their professional experience in Australia including their final professional experience placement.

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.

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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.