

2024 Course Guide

Domestic & International Students



Southern Cross Education Institute
Higher Education





SCEI-HE implements innovative approaches to teaching in a supportive environment.

Our students graduate with the knowledge, skills and professional experience that enable them to be future leaders in their chosen field and active members of the wider community.

Letter from the CEO



Welcome to Southern Cross Education Institute Higher Education. SCEI-HE offers a range of Bachelor and Postgraduate courses in a highly supported student-focused learning environment.



As the CEO of SCEI-HE, I am personally invested in ensuring that your learning experience with us fosters active intellectual enquiry and the pursuit of knowledge and excellence.

Your time at SCEI-HE will expand your professional and creative opportunities by enabling and challenging your innate creativity, critical thinking and problem solving capabilities.

I have faith that you will make lifelong, meaningful friendships during your time here that will assist in establishing a global SCEI-HE Community Services and Education Alumni. Through the efforts of our dedicated, experienced and talented academic staff, our Institute provides a progressive and successful centre of education. You will become an integral part of our success story by joining SCEI-HE programs.

As students and graduates you will play a

crucial role in the delivery of critical health, community services and education in Australia and abroad.

SCEI-HE prides itself on its cultural diversity and its dynamic and evolving learning environments, and we look forward to your personal contribution to the shared experiences of our student family and to the national and global communities of practice in your new careers.

Silvija Dobson
CEO

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About SCEI-Higher Education

Our Mission

To deliver high quality education using innovative approaches in a supportive environment, and to equip our students with knowledge and practical skills that will enable them to be active members of the wider community and future leaders in their chosen field.

SCEI-HE aims to ensure academic excellence through innovation, enterprise and achievements which will make a positive contribution to Australian society.

Our Vision

To be regarded by stakeholders as a respected, ethical, innovative and sustainable national quality provider of Higher Education.



Guiding Values and Principles

Values and Principles

There are certain fundamental principles shared by the Higher Education sector as a whole to which SCEI-HE are committed: a sound academic base for all disciplines; methodologies based on reason and evidence, academic freedom of inquiry; the pursuit of knowledge and understanding; social responsibility; and transparency. SCEI-HE acknowledges the following values and principles:

→ Excellence

Ensuring academic excellence through innovation, initiative, enterprise and achievements that move society forward. SCEI-HE's principle of academic excellence is driven by its pro-diversity initiatives. We aim to provide our community, including students, staff, and the wider community with opportunities to explore and discuss collaboratively topics and issues across behavioural, societal, cultural, historical, scientific and political perspectives that advance an understanding of access, excellence and inclusion, and inform our interdisciplinary and trans-disciplinary approaches. The goal is to deepen the experience of our students and provide critical insights into the trans-disciplinary opportunities and challenges that begin with working with diverse peoples and communities. This principle links directly to our next principle.

→ Inclusivity

Supporting diversity of cultures, ideas and peoples, and Indigenous perspectives. Linked to the previous principle, supporting diversity and Indigenous perspectives is a foundational principle for SCEI-HE based on the underlying tenets of equity and social justice for all, the principle of diversity advocates SCEI-HE as an institution that is inclusive of all while overcoming the legacies of exclusion.

→ Partnership

Community partnerships and mutual development. The aim of this principle is to develop partnerships that will be mutually beneficial to all parties by working both locally and nationally with groups and institutions within and outside SCEI-HE.

→ Academic freedom of inquiry and opinion

The principle refers to the freedom to question and test received wisdom, and for all staff, students and individuals of the communities with which we interact to put forward ideas including controversial views and dissenting voices without threat of condemnation or loss of their jobs or privileges.

→ Communités

Pursuing mutual respect, tolerance and collegiality. This principle defines and promotes the rights and responsibilities of everyone within and connected to the institution with respect to all activities, pedagogical practices, social, behavioural, cultural and economic factors. In communities (and in living the previous principle), we may need to stand together 'outside' what is considered the 'norm' in society for positive change or progress.

→ Accountability

Foresight, quality and accountability as an institution. This principle is about ensuring that responsibility for decision-making is located at all levels within SCEI-HE appropriate to the person, department or area; is facilitated with foresight and quality; and that there is always transparency in all decision-making.

Our Campuses

Victoria St Campus

The Melbourne Head Office multi level campus is located at the intersection of King Street and Errol Street. It is very close to Melbourne's CBD, Queen Victoria Market and motorways. You can get here in ten minutes by car from the CBD.



530-539 Victoria Street
North Melbourne VIC 3051

41 Boundary Rd Campus

Melbourne's second multi level campus is a five minute walk from the main campus. Free onsite and street parking is available. It comprises:

- 4 Large Classrooms
- Student Kitchen and meals area
- Student Library



41 Boundary Road
North Melbourne VIC 3051

155 Boundary Rd Campus

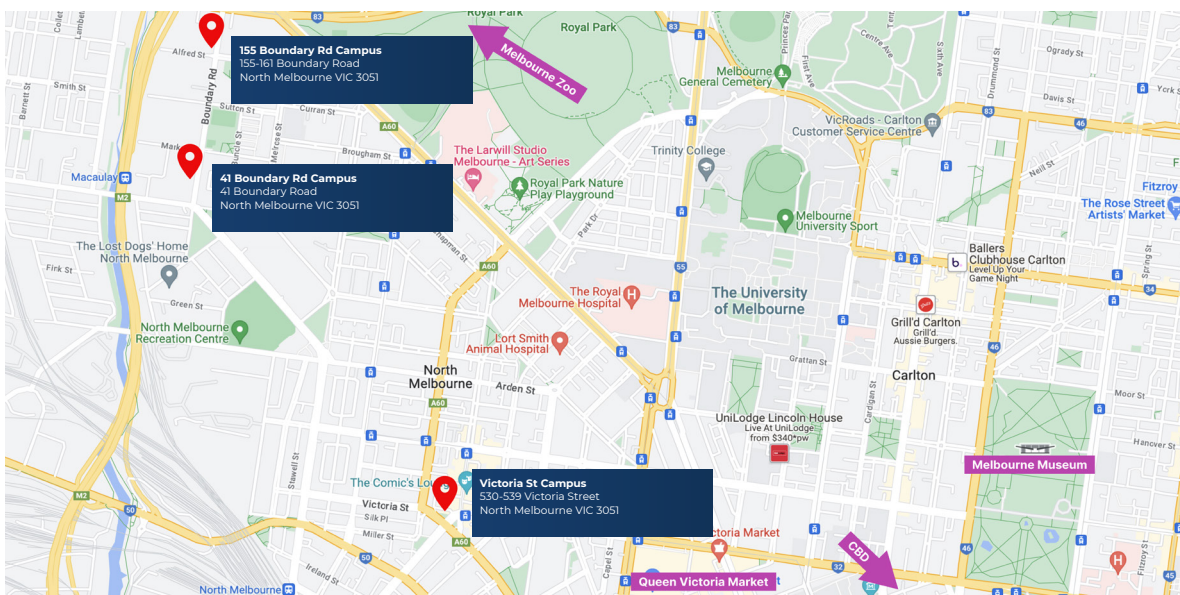
Located a short distance from Melbourne CBD. Trams leave Elizabeth Street every ten minutes and your departure at the #22 Tram stop on the corner of Racecourse Road and Boundary Road will leave you with a quick walk across the road to the main campus. Free street parking is available.

As the largest of the SCEI-HE facilities, 155 Boundary Road is well-equipped and houses:

- 15 Large classrooms
- 4 Computer labs
- A well-equipped student library
- Student kitchen and meals area
- Quiet study area
- Wifi is available for students who use self-owned electronic devices



155-161 Boundary Road
North Melbourne VIC 3051

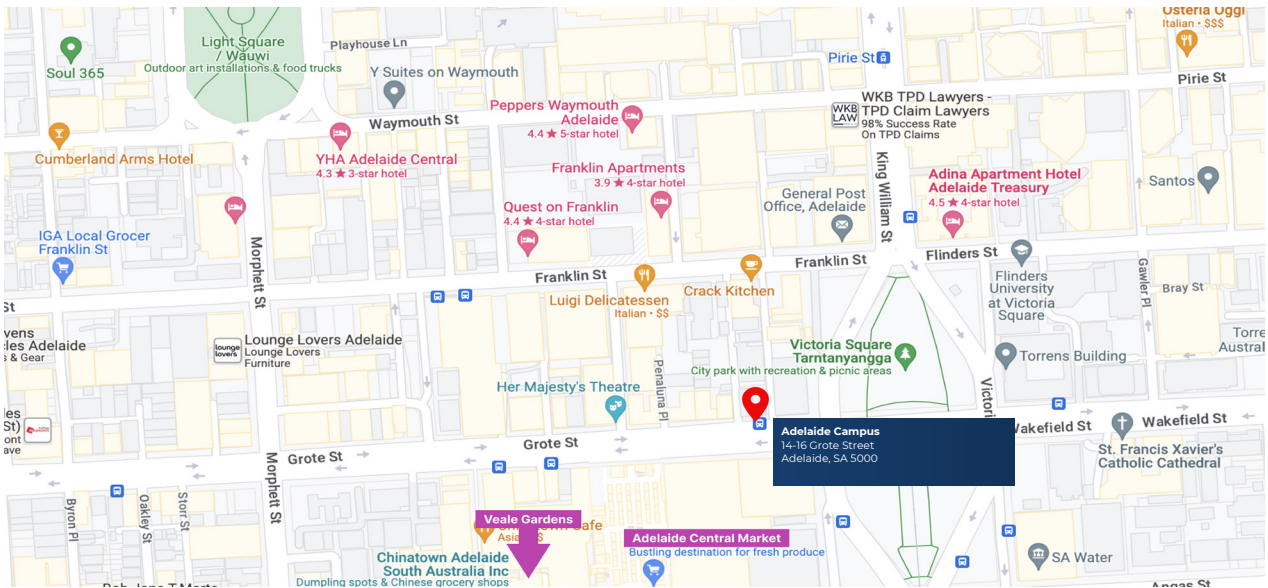


Adelaide Campus

The multi-level Adelaide Campus is situated right on the edge of the CBD and is within easy walking distance from all forms of public transport within the CBD area. Students have access to a number of public parking options nearby. Public buses stop in front of the campus every 10 minutes.



Adelaide Campus
14-16 Grote Street
Adelaide SA 5000



Our Campuses

03



099214A

Bachelor of Human and Community Services

3.0 Course Overview

As modern societies age, their populations increase, and health epidemics and pandemics proliferate as people move more freely around the globe than ever before. This creates a greater need and demand for professional health care and social services.

Today's community healthcare practitioner is required to know more than the fundamental universal healthcare standards and procedures; they need to understand and anticipate the gross and specific cause and effects of the technological revolution and the socio-economic change on the health outcomes of individuals, families, cultures and society itself.

Students of the Bachelor of Human and Community Services not only acquire the most relevant, current and authentic healthcare information, they are guided and mentored in problem solving, self-reflection and initiative to solve community health problems and innovate solutions. The Bachelor of Human and Community Services combines multiple key health and social science disciplines to arm students with the most effective collection of skills and knowledge required to make a positive difference in this vital field of practice, today and tomorrow.

Students undertake a well-balanced, rigorous and comprehensive range of subjects and assessment that introduces them to sociology theory, psychology, counselling practice, nutrition studies, public policy, health ethics, epidemiology, statistics, cross-cultural communication, workplace leadership and management and many more.

The course also covers aged care, disability care, children and youth at risk, indigenous health, women's health, mental health and drug and alcohol addiction, among others.

3.1 Course Learning Outcomes

Graduates of this degree will have:

1. Broad and coherent knowledge of Australia's public health and community service policies, practices, funding, regulations and services.
2. A global perspective on developments over time in public health and community services and their implications for Australian policies and practices.
3. Extensive knowledge in the principles and concepts required of a community health services practitioner including ethical practice, community health, communities of practice and place, counselling, multidisciplinary care, social welfare, health and community assessments and interventions.
4. The requisite written and oral communication skills to present clear and coherent knowledge and ideas to colleagues, research subjects, individuals and diverse communities.
5. Cognitive and creative skills to exercise critical thinking and judgment required to independently solve problems and be responsible and accountable for own learning and professional practice.
6. Collaborative skills and be able to work with colleagues in a professional setting, exercising the highest standards of ethical behaviour required of a health and community services practitioner.
7. The ability to critically evaluate theories, policies and research in health and community services and apply to professional practice in health and community services.
8. The skills to build inclusive cultures to integrate the varied needs of diverse individuals and communities into professional practice.

3.2 Graduate Attributes

SCEI-HE graduates are:

- Flexible and independent learners with a commitment to lifelong learning;
- Able to use their knowledge and skills to solve problems and think critically;
- Competent in academic research methodologies;
- Effective communicators in spoken and written English;
- Able to work effectively as part of a team; and
- Technologically competent.

3.3 Employment Opportunities

Graduates of the Bachelor of Human and Community Services may find employment with government, private enterprise and not-for-profit organisations. Graduate employment opportunities include:

- Community health worker or manager;
- Social welfare worker;
- Child protection agent;
- Early intervention professional;
- Government policy advisor;
- Community development;
- Juvenile justice case worker;
- Disability services professional;
- Support network manager;
- Mental health case worker;
- Migrant support worker;
- Homeless worker; and
- Senior youth officer.

3.4 SCEI-HE Student Life

SCEI-HE understands that student experiences are equally as important as education outcomes, and more often than not, the student's personal experience and academic performance are interdependent. SCEI-HE provides all students with referrals to:

- Personal counselling;
- Student welfare;
- Student legal services;
- Academic support;
- eCounselling;
- Muslim prayer rooms and multi-faith spaces;
- Living and studying in Australia information; and
- English language and academic writing workshops.



3.5 Course Structure

| | |
|-----------------------|--|
| Title | Bachelor of Human and Community Services |
| CRICOS Code | 099214A |
| Total Credits Points | 300 – 12.5 credit points per unit |
| Duration | 3 years full time or 6 years part-time 2 semesters per year of 12 weeks duration each |
| Delivery Mode | On Campus |
| Units | 24 units (4 units per semester) |
| Professional Practice | Compulsory, embedded throughout the course |
| Weekly Study Hours | 20 hours per week plus approximately 16 hours of independent study per week |



3.6 Course Units

| FIRST YEAR | | |
|------------|---|-----------------|
| Unit Code | Unit Name | Teaching Period |
| HCS101A | Introduction to Human and Community Service | Semester 1 |
| HCS102A | Professional Communication Skills | Semester 1 |
| HCS103A | Ethical and Professional Practice in Community Work | Semester 1 |
| HCS104A | Human Development and Mental Health | Semester 1 |
| HCS105A | Research in Community Health | Semester 2 |
| HCS106A | Case Management for Community Practice | Semester 2 |
| HCS107A | Counselling Skills | Semester 2 |
| HCS108A | Introduction to Diversity | Semester 2 |

| SECOND YEAR | | |
|-------------|-----------------------------------|-----------------|
| Unit Code | Unit Name | Teaching Period |
| HCS201A | Sociological Perspectives | Semester 1 |
| HCS202A | Indigenous Community Services | Semester 1 |
| HCS203A | Applied Counselling | Semester 1 |
| HCS204A | Professionalism and Collaboration | Semester 1 |
| HCS205A | Social Policy and Welfare | Semester 2 |
| HCS206A | Disability and Social Inclusion | Semester 2 |
| HCS207A | Mental Health Policy and Practice | Semester 2 |
| HCS208A | Professional Placement - I | Semester 2 |

| THIRD YEAR | | |
|------------|---|-----------------|
| Unit Code | Unit Name | Teaching Period |
| HCS301A | Ageing and Society | Semester 1 |
| HCS302A | Community Development | Semester 1 |
| HCS303A | Statistics and Research Methodologies | Semester 1 |
| HCS304A | Gender, Power and Violence | Semester 1 |
| HCS305A | Children and Family Services | Semester 2 |
| HCS306A | Addiction and Substance Abuse | Semester 2 |
| HCS307A | Leadership and Management in Community Services | Semester 2 |
| HCS308A | Professional Placement - II | Semester 2 |

*This course is pending re-registration and some aspects of the curriculum may change.

3.7 Course Entry Requirements

Applicants for the **Bachelor of Human and Community Services** are required to meet the following academic and English language entry standards.

3.7.1 English Language Proficiency Requirements

An applicant will be deemed to have sufficient English language proficiency if they have **completed of one of the following Australian or overseas qualifications within the preceding two (2) years of their application:**

Australian Qualifications

1. Senior secondary qualification (VCE or equivalent);
2. One or more years of full-time or part-time equivalent post-secondary school studies; or
3. Completion of a post-secondary school qualification

Overseas Qualifications

1. Senior secondary qualification with a pass in General English;
2. A minimum of three (3) years of full-time (part-time equivalent) post-secondary school studies where the sole language of instruction and assessment was in the English language;
3. International students who are citizens of (Canada (excluding Quebec), Fiji, Republic of Ireland, Kenya, New Zealand, Papua New Guinea, Samoa, Singapore, Solomon Islands, South Africa, United Kingdom (England, Northern Ireland, Scotland and Wales), United States of America (excluding Puerto Rico), or Zambia) where English is their primary language, will be required to provide at least one assessable qualification at Senior Secondary (VCE); or higher, from one of these countries, where the qualification was taught and assessed solely in English.
4. Successful attainment of the following:

| | |
|------------------------|--|
| IELTS | Overall band score of 6.5 (with no individual band score less than 6.0) as a default level. Individual course entry levels may vary with advice from relevant industry consultation. |
| TOEFL (iBT) | Overall score of at least 87 (no writing score less than 21 and no reading/ listening/ speaking score less than 19) |
| TOEFL (paper based) | 527 (including a score of 5 or more in the Test of Written English and 54 in Listening and Reading) |
| OET | Pass |
| Pearson PTE (Academic) | Overall score of at least 56 (with no score less than 46) in each communicative skills section. Individual course entry levels may vary with advice from relevant industry consultation. |
| Cambridge English | Post 2015: Overall score of 176 with at least 169 in all sub skills. Pre 2015: Overall score of 58 with all sub skills at borderline or higher. |

3.7.2 Academic Requirements

To be eligible for an offer of admission, applicants will:

- Have an ATAR of 65 or equivalent, or an accredited qualification under the Australian Qualifications Framework (AQF) at the diploma level or higher.

3.7.3 Additional Requirements

For admission to courses containing Work Integrated Learning Professional Practice Experience:

- All applicants must have a valid Working with Children Check (WWWC) and Police Check (PC)

3.7.4 Mature Entry

Mature entry students must have achieved at least one of the following:

1. Satisfactory completion of the Special Tertiary Admissions Test (STAT);
2. Completion of an Australian diploma or higher;
3. Partial completion of an Australian degree; or
4. Recognition of prior learning (RPL)

RPL Information Supporting documents that provide evidence of your learning outcomes will give you the best chance of being awarded credit. The following documents can support your application for non-formal learning credit:

- A written statement relating your previous learning to the learning outcomes in a SCEI-HE subject;
- A portfolio of evidence that supports the claims made learning outcomes;
- A resume outlining dates, role titles and scope of your roles;
- Certificates of completion and attainment (eg. Training, personal development); or
- Employer or client references related to the learning outcomes (including contact details) and position description.



3.8 Credit Arrangements

Applications for credit towards a course are assessed on an individual basis. Credit reduces the amount of learning required to complete the course and may be granted for formal education qualifications, or a combination of non-formal learning from non-award programs of study and informal learning through work experiences. When setting credit limits for a student with an Australian Qualifications Framework (AQF) qualification towards a higher level AQF qualification in the same or related discipline, SCEI-HE will take into account the AQF minimum requirements. Where potential for advanced standing may be governed by regulatory or professional body requirements of quality, content and delivery mode, SCEI-HE will not contravene the set regulations.

- If you have studied a Diploma of Community Services or Nursing, you can apply for advanced standing.
- If you are transferring to SCEI-HE from another university or higher education provider, you can apply for advanced standing for completed units.
- Mature aged students who do not meet the normal admission requirements, but have relevant work or life experiences, will be considered for admission.

Applicants are encouraged to contact the admissions team to arrange a meeting with the Academic Director to discuss eligibility.

| Maximum Credit | |
|---|---|
| Course | Credit Limit |
| 3 Year Bachelor Degree | Minimum of 1/3 of course must be completed with SCEI-HE |
| 4 Year Bachelor Degree | Minimum of 1/4 of course must be completed with SCEI-HE |
| 1 Year Graduate Diploma | Minimum of 1/2 of course must be completed with SCEI-HE |
| 2 Year Masters | Minimum of 1/2 of course must be completed with SCEI-HE |
| NOTE: Please refer to individual courses for specific course rules regarding RPL. | |

| Course | Maximum and Block Credit |
|--|--|
| Bachelor of Human and Community Services | In line with ACWA registration guidelines, a maximum of 40% RPL can be awarded where prior learning is from an education provider or course which is not ACWA accredited. A maximum of 40% RPL can be awarded on prior work experience. |

3.9 Professional Practice

In each year of the program, students undertake compulsory Professional Practice placement (field placement in industry environments). The aim of the industry placement program is to prepare you for the world of work and assist in applying your newly acquired skills and knowledge in real-life work environments. It also allows you to make meaningful connections with potential employers as a work reference for other employment opportunities.

The placements are an essential component of the education course, a prerequisite for ACWA professional membership and an aid to employment. All Professional Practice is undertaken on a full-time basis and students are required to give a full-time commitment to SCEI-HE during the scheduled Professional Practice periods.

To undertake Professional Practice, all students must have provided SCEI-HE with evidence of a valid National Police History Check and a current Working with Children Check. Students are required to undertake 432 hours of Professional Practice in any of the following areas:

- Disability Services;
- Public Health;
- Community Health
- Welfare Services; or
- Counselling Services

These opportunities exist in government agencies, community services, private organisations or not-for-profit organisations.

3.10 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2024 are:

| | |
|-----------------------|-----------------------|
| Domestic Student | \$57,000 |
| International Student | \$93,000 |
| E-Library Fee | \$1,500 (one off fee) |
| Application Fee | \$250 |

3.11 FEE-HELP Loans (Domestic Student)

FEE-HELP is a loan from the Australian Government for eligible higher education students to pay tuition fees. If students are studying a higher education course at SCEI-HE, students may be eligible for a FEE-HELP loan from the Australian Government to pay all or part of their tuition fees. Australian citizens and permanent humanitarian visa holders* are eligible to apply for FEE-HELP.

04+



102401A

Bachelor of Early Childhood Education

4.0 Course Overview

The Bachelor of Early Childhood Education is a forward-looking program that prepares graduates for employment in the pre-primary, early childhood education sector including kindergartens, preschools and early learning centres.

Accredited by the Australian Children's Education and Care Authority (ACECQA), students study early childhood cognitive, social and physical development along with education theory and curriculum development in historical and contemporary contexts. Classroom management techniques as well as skills in teaching literacy and numeracy are taught in line with national and state early learning frameworks (EYLF and VEYLDF).

Industry placement units are embedded into the course providing opportunities for students to implement and develop their practical skills.

4.1 Course Learning Outcomes

Graduates of this degree will be able to:

1. Engage and collaborate ethically with children, families/carers and colleagues using a range of oral and written communication techniques, including ICT.
2. Critically analyse theories, technologies and research relevant to early childhood education.
3. Evaluate curriculum, policies and quality frameworks within the Australian context for inclusion in their professional practice.
4. Create and maintain supportive, safe and engaging learning environments.
5. Critically reflect on their professional practice when making pedagogical decisions and problem solving in diverse educational contexts.
6. Exhibit broad and coherent knowledge of the diversity of Australian society and the influence of culture and family on the education of young children.
7. Critically reflect on their professional practice to include families/carers as capable contributors to learning and teaching processes.
8. Design evidence based, inclusive teaching and learning practices across a range of learning areas and contexts for young children from diverse backgrounds and abilities.
9. Exhibit broad and coherent knowledge of curriculum, pedagogy and assessment in the design of developmentally appropriate contemporary learning experiences.

4.2 Graduate Attributes

SCEI-HE graduates are:

- Flexible and independent learners with a commitment to lifelong learning;
- Able to use their knowledge and skills to solve problems and think critically;
- Competent in academic research methodologies;
- Effective communicators in spoken and written English;
- Able to work effectively as part of a team; and
- Technologically competent.

4.3 Pathways

Graduates of this course may find employment or undertake further study in any of the following:

1. For professional employment in:
 - Early learning and childcare centres;
 - Kindergartens (private or public);
 - Government agencies.
2. Further postgraduate education:
 - Masters/Doctoral studies.

4.4 Employment Opportunities

Graduates of the Bachelor of Early Childhood Education may find employment with government, private enterprises and not-for-profit organisations. Graduate employment opportunities include:

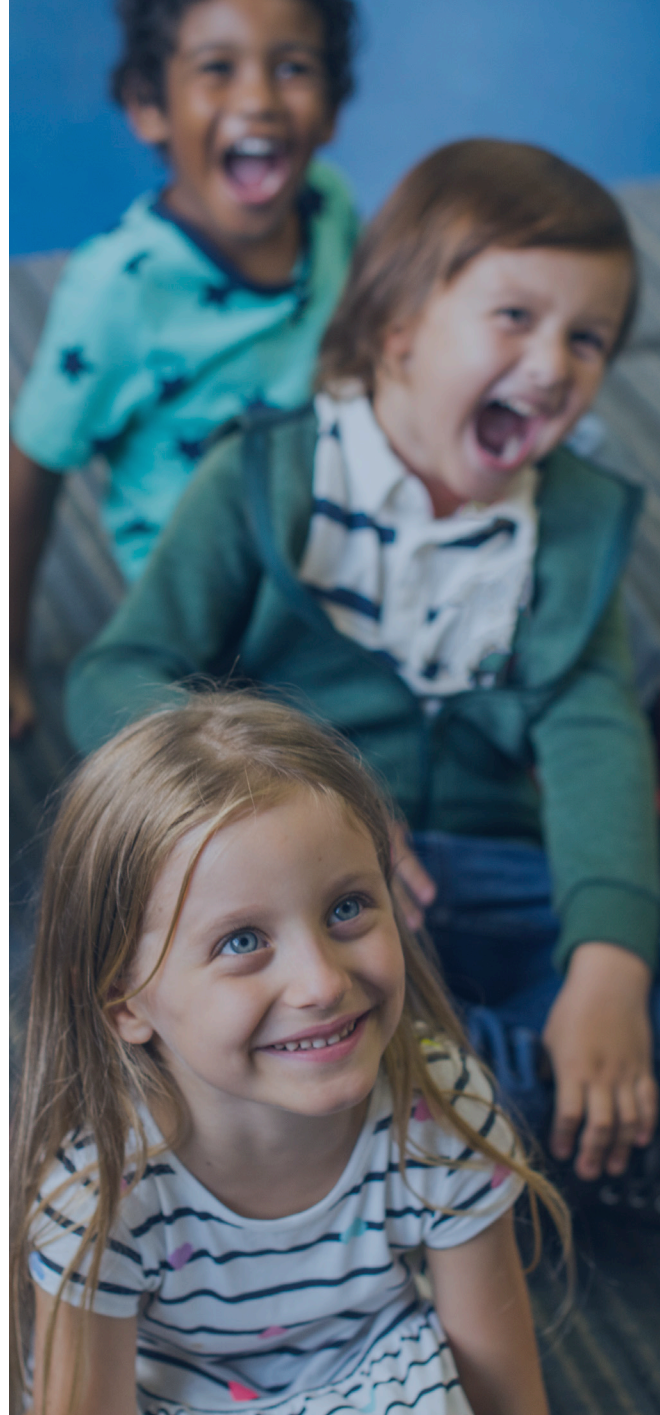
- Early childhood education professional;
- Kindergarten teaching;
- Pre-school teaching;
- Early learning centre professional;
- Early education policy developer.

4.5 SCEI-HE Student Life

SCEI-HE understands that student experiences are equally as important as education outcomes, and more often than not, the student's personal experience and academic performance are interdependent.

SCEI-HE provides all students with referrals to:

- Personal counselling;
- Student welfare;
- Student legal services;
- Academic support;
- eCounselling;
- Muslim prayer rooms and multi-faith spaces;
- Living and studying in Australia information;
- English language and academic writing workshops.



4.6 Course Structure

| | |
|-----------------------|--|
| Title | Bachelor of Early Childhood Education |
| CRICOS Code | 102401A |
| Total Credits Points | 192 - 6 credit points per unit |
| Duration | 4 years full time 2 semesters per year of 12 weeks duration of each |
| Delivery Mode | On Campus |
| Unit | 32 units (4 units per semester) |
| Professional Practice | Compulsory, embedded throughout the course |
| Weekly Study Hours | 20 hours per week plus approximately 16 hours of independent study per week |



4.7 Course Units

| FIRST YEAR | | |
|-------------|---|-----------------|
| Unit Code | Unit Name | Teaching Period |
| ECE101 | Child Development 1 (Introduction to theory: Birth to Five years) | Semester 1 |
| ECE102 | Language and Literacy | Semester 1 |
| ECE103 | Maths and Numeracy | Semester 1 |
| ECE104 | Child Health, Wellbeing and Nutrition | Semester 1 |
| ECE105 | Early Childhood Curriculum: Theory and Pedagogy | Semester 2 |
| ECE106 | Play Based Learning | Semester 2 |
| ECE107 | Teacher Parent and Community | Semester 2 |
| ECE108 | Professional Practice 1: Observation and Documentation | Semester 2 |
| SECOND YEAR | | |
| ECE201 | Child Development 2 (Theory: Birth to Three years) | Semester 1 |
| ECE202 | Language and Literacy | Semester 1 |
| ECE203 | Maths and Numeracy in Early Childhood | Semester 1 |
| ECE204 | Professional Practice 2: Linking Theory to Practice | Semester 1 |
| ECE205 | Media, Technology and Prevalent Culture V1 | Semester 2 |
| ECE206 | Science and Environmental Education in Early Childhood | Semester 2 |
| ECE207 | Creative and Performance Arts 1 (Music and Performing Arts) | Semester 2 |
| ECE208 | Professional Practice 3: Observation and Documentation | Semester 2 |
| THIRD YEAR | | |
| ECE301 | Child Development 3 (Theory: Three to Five years) | Semester 1 |
| ECE302 | Diversity and Inclusivity in Early Childhood | Semester 1 |
| ECE303 | Curriculum: Planning & Early Childhood Learning Spaces | Semester 1 |
| ECE304 | Professional Practice 4: Linking Theory to Practice | Semester 1 |
| ECE305 | Comparative Early Childhood Education Systems | Semester 2 |
| ECE306 | Health and Physical Education | Semester 2 |
| ECE307 | Creative and Performance Arts 2 (Visual Media) | Semester 2 |
| ECE308 | Professional Practice 5: Linking Theory to Practice | Semester 2 |
| FOURTH YEAR | | |
| ECE401 | Critical Issues of Child Safety and Protection | Semester 1 |
| ECE402 | Social Perspectives of Childhood through History | Semester 1 |
| ECE403 | Management and Professional Practice in Early Childhood Education | Semester 1 |
| ECE404 | The Educator as Researcher | Semester 1 |
| ECE405 | Society and the Child | Semester 2 |
| ECE406 | Advanced Assessment and Evaluation Strategies | Semester 2 |
| ECE407 | Creative and Performance Arts 3 (Movement) | Semester 2 |
| ECE408 | Professional Practice 6 | Semester 2 |

4.8 Course Entry Requirements

Applicants for the **102401A Bachelor of Early Childhood Education** are required to meet the following academic and English language entry standards.

4.8.1 English Language Proficiency Requirements

An applicant will be deemed to have sufficient English language proficiency if they have **completion of one of the following Australian or overseas qualifications within the preceding two (2) years of application:**

Australian Qualifications

1. Senior secondary qualification (VCE or equivalent)
2. One or more years of full-time (part-time equivalent) post-secondary school studies
3. Completion of a post-secondary school qualification

Overseas Qualifications

1. Senior secondary qualification with a pass in General English;
2. A minimum of three (3) years of full-time (part-time equivalent) post-secondary school studies where the sole language of instruction and assessment was in the English language;
3. International students who are citizens of (Canada (excluding Quebec), Fiji, Republic of Ireland, Kenya, New Zealand, Papua New Guinea, Samoa, Singapore, Solomon Islands, South Africa, United Kingdom (England, Northern Ireland, Scotland and Wales), United States of America (excluding Puerto Rico), Zambia) where English is their primary language, will be required to provide at least one assessable qualification at Senior Secondary (VCE); or higher, from one of these countries, where the qualification was taught and assessed solely in English.
4. Successful attainment of the following:

| | |
|------------------------|--|
| IELTS | Overall band score of 6.5 (with no individual band score less than 6.0) as a default level. Individual course entry levels may vary with advice from relevant industry consultation. |
| TOEFL (iBT) | Overall score of at least 87 (no writing score less than 21 and no reading/ listening/ speaking score less than 19) |
| TOEFL (paper based) | 527 (including a score of 5 or more in the Test of Written English and 54 in Listening and Reading) |
| OET | Pass |
| Pearson PTE (Academic) | Overall score of at least 56 (with no score less than 46) in each communicative skills section. Individual course entry levels may vary with advice from relevant industry consultation. |
| Cambridge English | Post 2015: Overall score of 176 with at least 169 in all sub skills. Pre 2015: Overall score of 58 with all sub skills at borderline or higher. |

4.8.2 Academic Requirements

To be eligible for an offer of admission, applicants will:

- Have an ATAR of 65 or equivalent (refer to Table 1), or an accredited qualification under the Australian Qualifications Framework (AQF) at the diploma level or higher.

4.8.3 Additional Requirements

For admission to courses containing Work Integrated Learning Professional Practice Experience:

- All applicants must have a valid Working with Children Check (WWWC) and Police Check (PC)

4.8.4 Additional Information - LANTITE

All students enrolled in an initial teacher education course, including early childhood education (either undergraduate or postgraduate) must sit and meet the requirements of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) test prior to graduation.

The LANTITE for Initial Teacher Education Students (the test) is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching.

All students must meet the test requirements in order to register or to be employed as a teacher, including early childhood teachers. The fee for students to take the test is met by student (approximately \$196.00).

4.8.5 Mature Entry (Undergraduate Courses only)

Mature entry students must have achieved at least one of the following:

1. Satisfactory completion of the Special Tertiary Admissions Test (STAT);
2. Completion of an Australian diploma or higher;
3. Partial completion of an Australian degree;
4. Recognition of prior learning (RPL).

RPL Information Supporting documents that provide evidence of your learning outcomes will give you the best chance of being awarded credit. The following documents can support your application for non-formal learning credit:

- A written statement relating your previous learning to the learning outcomes in a SCEI-HE subject.
- A portfolio of evidence that supports the claims made in your written statement such as, any work (reports, presentations, folio items) that relate to the unit learning outcomes;
- A resume outlining dates, role titles and scope of your roles;
- Certificates of completion and attainment (eg. Training, personal development);
- Employer or client references related to the learning outcomes (include contact details) and position description.

4.9 Credit Arrangements

Applications for credit towards a course are assessed on an individual basis. Credit reduces the amount of learning required to complete the course and may be granted for formal education qualifications, or a combination of non-formal learning from non-award programs of study and informal learning through work experiences.

When setting credit limits for a student with an Australian Qualifications Framework (AQF) qualification towards a higher level AQF qualification in the same or related discipline, SCEI-HE will take into account the AQF minimum requirements.

Where potential for advanced standing may be governed by regulatory or professional body requirements of quality, content and delivery mode, SCEI-HE will not contravene the set regulations.

- If you have studied a Diploma of Early Childhood Education, you can apply for advanced standing.
- If you are transferring to SCEI-HE from another university or higher education provider, you can apply for advanced standing for completed units studied.
- Mature aged students who do not meet the normal admission requirements, but have relevant work or life experiences will be considered for admission.

Applicants are encouraged to contact the admissions team to arrange a meeting with the Academic Director to discuss eligibility.

| Maximum Credit | |
|---|---|
| Course | Credit Limit |
| 3 Year Bachelor Degree | Minimum of 1/3 of course must be completed with SCEI-HE |
| 4 Year Bachelor Degree | Minimum of 1/4 of course must be completed with SCEI-HE |
| 1 Year Graduate Diploma | Minimum of 1/2 of course must be completed with SCEI-HE |
| 2 Year Masters | Minimum of 1/2 of course must be completed with SCEI-HE |
| NOTE: Please refer to individual courses for specific course rules regarding RPL. | |

| Course | Block Credit |
|---------------------------------------|---|
| Bachelor of Early Childhood Education | Applications with a Diploma of Early Childhood Education may receive up to 8 units of advanced standing - seven (7) units from year one and one from year two. RPL will not include a diploma level placement unit in line with ACECQA standards. |

4.10 Professional Practice

In each year of the program, students undertake compulsory Professional Practice placement (field placement in industry environments). The aim of the industry placement program is to prepare you for the world of work and assist in applying your newly acquired skills and knowledge in real-life work environments. It also allows you to make meaningful connections with potential employers as a work reference for other employment opportunities.

The placements are also an essential component of the education course. All Professional Practice is undertaken on a full-time basis and students are required to give a full-time commitment to SCEI-HE during the scheduled Professional Practice periods.

To undertake Professional Practice, all students must have provided SCEI-HE with evidence of a valid National Police History Check and a current Working with Children Check.

Students will undertake 400 hours of Professional Practice in any of the following areas:

- Early Childhood Services; or
- Kindergartens

These opportunities exist in government agencies, community services, private organisations or not-for-profit

4.11 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2024 are:

| | |
|-----------------------|-----------------------|
| Domestic Student | \$76,000 |
| International Student | \$124,000 |
| E-Library Fee | \$1,500 (one off fee) |
| Application Fee | \$250 |

4.12 FEE-HELP Loans (Domestic Student)

FEE-HELP is a loan from the Australian Government for eligible higher education students to pay tuition fees. If students are studying a higher education course at SCEI-HE, students may be eligible for a FEE-HELP loan from the Australian Government to pay all or part of their tuition fees. Australian citizens and permanent humanitarian visa holders are eligible to apply for FEE-HELP.



106561H

Graduate Diploma of Early Childhood Education

5.0 Course Overview

SCEI-HE's Graduate Diploma of Early Childhood will grow your abilities to be a self-sufficient, versatile and creative early childhood educator. You will develop and advance your skills in supporting the learning needs of diverse learners across the curriculum from birth to five years of age. You will build effective relationships with children, families and communities to develop evidence based educational interventions. As part of this course, students are required to undertake 60 days of professional placement in a regulated early childhood education service.

As reflective professional practitioners, students will be able to work in an early childhood setting with children aged birth to five years, accredited by ACECQA.

5.1 Course Learning Outcomes

Graduates of the Graduate Diploma of Early Childhood Education will be able to:

- Interpret and integrate professional standards for teachers demonstrating 21st century skills.
- Collaborate ethically with children, parents and colleagues as capable contributors.
- Critically evaluate educational theory and research in the design and implementation of learning experience.
- Demonstrate advanced curriculum and pedagogical knowledge to develop learning that empowers and develops 21st century skills in learners.
- Appraise different worldviews and socio-political circumstances to design learning and interventions that promote engagement and inclusion.
- Critically reflect on own professional practice on their own.
- Generate safe and inclusive teaching practices to meet the needs of diverse learners.
- Formulate a personal teaching and professional practice philosophy that advocates for children's rights and the public good.

5.2 Graduate Attributes

SCEI-HE graduates are:

- Flexible and independent learners with a commitment to lifelong learning;
- Able to use their knowledge and skills to solve problems and think critically;
- Competent in academic research methodologies;
- Effective communicators in spoken and written English;
- Able to work effectively as part of a team; and
- Technologically competent.

5.3 Employment Opportunities

Graduates of the Graduate Diploma of Early Childhood Education may find employment with government, private enterprises and not-for-profit organisations.

Graduate employment opportunities include:

- Early childhood education professional;
- Kindergarten Teaching;
- Pre-school teaching;
- Early learning centre professional;
- Early education policy developer.

5.4 SCEI-HE Student Life

SCEI-HE understands that student experiences are equally as important as education outcomes, and more often than not, the student's personal experience and academic performance are interdependent.

SCEI-HE provides all students with referrals to:

- Personal counselling;
- Student welfare;
- Student legal services;
- Academic support;
- eCounselling;
- Muslim prayer rooms and multi-faith spaces;
- Living and studying in Australia information;
- English language and academic writing workshops.

5.5 Course Structure

| | |
|--------------------------|--|
| Title | Graduate Diploma of Early Childhood Education |
| CRICOS Code | 106561H |
| Total Credits Points | 100 - 12.5 credit points each unit |
| Duration | 1 year, full time 2 semesters per year of 12 weeks duration each |
| Delivery Mode | On Campus |
| Units | 8 units (4 units per semester) |
| Work Integrated Learning | 30-day professional practice placement each semester across age groupings 0-2 and 3-5 (total 60 days of placement) |
| Weekly Study Hours | 20 hours per week plus approximately 20 hours of independent study hours per week |

5.6 Course Units

| Unit Code | Unit Name | Teaching Period |
|-----------|--|-----------------|
| GDECE101 | Foundations of Early Childhood Education | Semester 1 |
| GDECE102 | Learning and Development, Birth - Two Year Olds | Semester 1 |
| GDECE103 | Language and Literacy in the Early Years | Semester 1 |
| GDECE104 | Professional Teaching Practice 1 (includes 30 Placement days across the semester) | Semester 1 |
| GDECE105 | Becoming an Early Childhood Practitioner | Semester 2 |
| GDECE106 | Learning and Development, Three - Five Year Olds | Semester 2 |
| GDECE107 | Science, Technology, Engineering and Mathematics (STEM) in the Early Years | Semester 2 |
| GDECE108 | Professional Teaching Practice 2 (includes 30 Placement days across the semester) | Semester 2 |

5.7 Course Entry Requirements

5.7.1 English Language Proficiency Requirements:

An applicant will be deemed to have sufficient English language proficiency if they have:

1. Completed a Bachelor Degree in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland
2. Attained the following

| TEST | POSTGRADUATE DEGREES |
|---------------------|--|
| IELTS | Score of 7.0 overall (with no score less than 6.5 in written communication and no individual band score less than 6.0). Individual course entry levels may vary with advice from relevant industry consultation.. |
| TOELF (iBT) | Overall score of at least 94+ (no writing score less than 27, no reading & listening score less than 24 and speaking score less than 24) |
| TOEFL (paper based) | 600 + (including a score of 5.0 or more in the Test of Written English) |
| OET | Pass |
| Pearson (PTE) | Overall score of at least 66 (with no score less than 56 in written communication and no less than 46 in other communication skills). Individual course entry levels may vary with advice from relevant industry consultation. |
| Cambridge English | 185 + with no skill below 185 |

5.7.2 Academic Requirements

To be eligible for an offer of admission, applicants must:

- Hold a bachelor qualification

Please note: English language requirements for teacher registration in Australian States and Territories may be different from those required for entry into SCEI-HE courses.

5.7.3 Non - Academic Requirements

- Applicants for education programs will need to complete a non-academic suitability test. The test measures attributes such as motivation to teach, attitude toward learning, interpersonal and communication skills, resilience, self-efficacy, how conscientious applicants are as well as organisation and planning skills. SCEI-HE currently uses the computer based CASPer Postgraduate Teacher Education test. The fee for students to take the test is approximately \$80.00.

5.7.4 Additional Requirements

For admission to courses containing Work Integrated Learning / Professional Practice Experience:

- All applicants must have a valid Working with Children Check (WWWC) and Police Check (PC).

5.7.5 Additional Information - LANTITE

All students enrolled in an initial teacher education course, including early childhood education, (either undergraduate or postgraduate) must sit and meet the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) test prior to graduation.

LANTITE for Initial Teacher Education Students (the test) is designed to assess initial teacher education students' personal literacy and numeracy skills to ensure teachers are well equipped to meet the demands of teaching.

All students must achieve a successful test in order to register or to be employed as a teacher including early childhood teachers. The fee for students to take the test is met by student (approximately \$196.00).

5.8 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2024 are:

| | |
|-----------------------|-----------------------|
| Domestic Student | \$19,500 |
| International Student | \$31,500 |
| E-Library Fee | \$1,500 (one off fee) |
| Application Fee | \$250 |

5.9 FEE-HELP Loans (Domestic Student)

FEE-HELP is a loan from the Australian Government for eligible higher education students to pay tuition fees. If students are studying a higher education course at SCEI-HE, students may be eligible for a FEE-HELP loan from the Australian Government to pay all or part of their tuition fees. Australian citizens and permanent humanitarian visa holders are eligible to apply for FEE-HELP.

5.10 Credit Arrangements

Applications for credit towards a course are assessed on an individual basis. Credit reduces the amount of learning required to complete the course and may be granted for formal education qualifications, or a combination of non-formal learning from non-award programs of study and informal learning through work experiences. When setting credit limits for a student with an Australian Qualifications Framework (AQF) qualification towards a higher level AQF qualification in the same or related discipline, SCEI-HE will take into account the AQF minimum requirements. Where potential for advanced standing may be governed by regulatory or professional body requirements of quality, content and delivery mode, SCEI-HE will not contravene the set regulations.

If you have studied a Diploma of Community Services or Nursing, you can apply for advanced standing. If you are transferring to SCEI-HE from another university or higher education provider, you can apply for advanced standing for completed units studied. Mature aged students who do not meet the normal admission requirements but have relevant work or life experiences will be considered for admission.

Applicants are encouraged to contact the admissions team to arrange a meeting with the Academic Director to discuss eligibility.

| Maximum Credit | |
|---|---|
| Course | Credit Limit |
| 3 Year Bachelor Degree | Minimum of 1/3 of course must be completed with SCEI-HE |
| 4 Year Bachelor Degree | Minimum of 1/4 of course must be completed with SCEI-HE |
| 1 Year Graduate Diploma | Minimum of 1/2 of course must be completed with SCEI-HE |
| 2 Year Masters | Minimum of 1/2 of course must be completed with SCEI-HE |
| NOTE: Please refer to individual courses for specific course rules regarding RPL. | |



06

114021C

Master of Social Work (Qualifying)

6.0 Course Overview

The Master of Social Work (Qualifying) will develop graduates' abilities to be self-sufficient, versatile, and creative social work practitioners. Pre-service practitioners will develop and advance their skills in appraising clients, situations and environments for a career in the field of social work.

Inclusivity, diversity, and cultural sensitivity underpin the program and ensure a holistic view of social work is shared with participants. The curriculum uses resources, activities and constructive assessment to build critical professional practice evaluate skills and you will learn how to integrate core social work competencies into professional practice in a diverge range of social work contexts to manage challenging and specialised environments. Your will be shown how to formulate solution that demonstrate project management and leadership skills in social practice.

The course is accredited by the Australian Association of Social Workers (AASW) and you will be eligible for membership with AASW upon graduation.

6.1 Course Learning Outcomes

Graduates of the Master of Social Work (Qualifying) will be able to:

- Appraise clients, situations, and environments for a career in the field of social work;
- Integrate core social work competencies into their professional practice;
- Formulate solutions to manage challenging and specialised environments;
- Critically evaluate their own professional practice;
- Integrate social work practice frameworks, industry standards, policies, legislation, and ethical behaviour into their professional practice; and
- Design solutions that demonstrate project management and leadership skills in social work practice.

6.2 Graduate Attributes

SCEI-HE graduates are:

- Flexible and independent learners with a commitment to lifelong learning;
- Able to use their knowledge and skills to think critically and solve problems;
- Competent in academic research methodologies;
- Effective communicators in spoken and written English;
- Able to work effectively as part of a team; and
- Technologically competent.

6.3 Pathways

Graduates of this course may find employment or undertake further study in any of the following:

1. For professional employment in:

- Health;
- Youth and family;
- Community development;
- Human resources;
- Policy and advocacy;
- Child protection;
- Dispute mediation;
- Industrial relations; and
- Migration advice.

2. Further postgraduate education:

- Doctoral studies.

6.4 Employment Opportunities

Graduates of the Master of Social Work (Qualifying) may find employment with government, private enterprises and not-for-profit organisations.

Graduate employment opportunities include:

- Health;
- Youth and family;
- Community development;
- Human resources;
- Policy and advocacy;
- Child protection;
- Dispute mediation;
- Industrial relations; and
- Migration advice.

6.5 SCEI-HE Student Life

SCEI-HE understands that student experiences are equally as important as education outcomes, and more often than not, the student's personal experience and academic performance are interdependent.

SCEI-HE provides all students with referrals to:

- Personal counselling
- Student welfare
- Student legal services
- Academic support
- eCounselling
- Muslim prayer rooms and multi-faith spaces
- Living and studying in Australia information
- English language and academic writing workshops.

6.6 Course Structure

| | |
|-----------------------|--|
| Title | Master of Social Work (Qualifying) |
| CRICOS Code | 114021C |
| Total Credits Points | 200 – 12.5 credit points per unit |
| Duration | 2 years full time 2 semesters per year of 12 weeks duration of each |
| Delivery Mode | On Campus |
| Unit | 16 units (4 units per semester) |
| Professional Practice | Compulsory, embedded throughout the course |
| Weekly Study Hours | 16 hours per week plus approximately 20 hours of independent study per week |

6.7 Course Units

| FIRST YEAR | | |
|-------------|--|-----------------|
| Unit Code | Unit Name | Teaching Period |
| MSW4101 | Introduction to Social Work Theory and Practice 1 | Semester 1 |
| MSW4102 | Human Development Across the Lifespan | Semester 1 |
| MSW4103 | Law, Ethics and Human Rights | Semester 1 |
| MSW4104 | Aboriginal and Torres Strait Islander History and Perspectives | Semester 1 |
| MSW4105 | Social Work Theory and Practice 2 - Working with Families and Groups | Semester 2 |
| MSW4106 | Research and Evaluation | Semester 2 |
| WMSW4107 | Field Education | Semester 2 |
| SECOND YEAR | | |
| MSW5201 | Social Work Theory and Practice 3 – Human Development, Health and Mental Health (Trauma informs) | Semester 1 |
| MSW5202 | Community Development and Social Policy | Semester 1 |
| MSW5203 | Domestic and Family Violence | Semester 1 |
| MSW5204 | Working across Cultures | Semester 1 |
| MSW5205A | Research Based Project Capstone or | Semester 2 |
| MSW5205B | Research Project / PhD Pathway | |
| MSW5206 | Social Work Theory and Practice 4 - Working Across Cultures | Semester 2 |
| MSW5207 | Field Education 2 | Semester 2 |

6.8 Course Entry Requirements

6.8.1 English Language Proficiency Requirements:

Applicants for the Master of Social Work (Qualifying) are required to meet the following academic and English language entry standards:

1. Completed a bachelor degree in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland
2. Attained the following

| TEST | POSTGRADUATE DEGREES |
|---------------------|----------------------------------|
| IELTS | Score of 7.0 for all components. |
| TOELF (iBT) | Score of 94+ for all components |
| TOEFL (paper based) | Score of 600+ for all components |
| OET | Pass |
| Pearson (PTE) | Score of 66 for all components |
| Cambridge English | Score of 185+ for all components |

6.8.2 Academic Requirements

To be eligible for an offer of admission, applicants will:

- Hold a relevant Australian bachelor degree (or equivalent) in social or behavioural sciences, with at least one (1) full time equivalent year of study in any of the following disciplines:
- Human welfare studies and services – including social work, youth work, community work, welfare studies and counselling;
- Behavioural science – including psychology or behavioural science;
- Human society – including sociology, anthropology, Indigenous studies or gender-specific studies; or
- Other disciplines including political studies, policy studies, family law, justice administration, legal studies, family and consumer studies, education (with a focus on welfare), public health, health promotion, community health, mental health, nursing or community nursing.

6.8.3 Non - Academic Requirements

- Applicants for education programs will need to complete a non-academic suitability test. The test measures attributes such as motivation to teach, attitude toward learning, interpersonal and communication skills, resilience, self-efficacy, how conscientious applicants are as well as organisation and planning skills. SCEI-HE currently uses the computer based CASPer Postgraduate Teacher Education test. The fee for students to take the test is approximately \$80.00.

6.8.4 Additional Requirements

For admission to courses containing Work Integrated Learning / Professional Practice Experience:

All applicants must have a valid Working with Children Check (WWWC) and Police Check (PC).

6.9 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2024 are:

| | |
|-----------------------|-----------------------|
| Domestic Student | \$42,000 |
| International Student | \$66,000 |
| E-Library Fee | \$1,500 (one off fee) |
| Application Fee | \$250 |

6.10 FEE-HELP Loans (Domestic Student)

FEE-HELP is a loan from the Australian Government for eligible higher education students to pay tuition fees. If students are studying a higher education course at SCEI-HE, students may be eligible for a FEE-HELP loan from the Australian Government to pay all or part of their tuition fees. Australian citizens and permanent humanitarian visa holders* are eligible to apply for FEE-HELP.





07

114021C

Master of Social Work (Qualifying) Pathway

7.0 Course Learning Outcomes

If you hold a bachelor degree in a discipline that is not listed as a Master of Social Work (Qualifying) prerequisite, you may be eligible to enter our Master of Social Work (Qualifying) Pathway program. This program is six semesters in duration and includes eight human and community services units as well as the Master of Social Work (Qualifying).

7.2 Graduate Attributes

SCEI-HE graduates are:

- Flexible and independent learners with a commitment to lifelong learning;
- Able to use their knowledge and skills to think critically and solve problems;
- Competent in academic research methodologies;
- Effective communicators in spoken and written English;
- Able to work effectively as part of a team; and
- Technologically competent.

7.3 Pathways

Graduates of this course may find employment or undertake further study in any of the following:

1. For professional employment in:

- Health;
- Youth and family;
- Community development;
- Human resources;
- Policy and advocacy;
- Child protection;
- Dispute mediation;
- Industrial relations; and
- Migration advice.

2. Further postgraduate education:

- Doctoral studies.

7.4 Employment Opportunities

Graduates of the Master of Social Work (Qualifying) may find employment with government, private enterprises and not-for-profit organisations.

Graduate employment opportunities include:

- Health;
- Youth and family;
- Community development;
- Human resources;
- Policy and advocacy;
- Child protection;
- Dispute mediation;
- Industrial relations; and
- Migration advice.

7.5 SCEI-HE Student Life

SCEI-HE understands that student experiences are equally as important as education outcomes, and more often than not, the student's personal experience and academic performance are interdependent.

SCEI-HE provides all students with referrals to:

- Personal counselling
- Student welfare
- Student legal services
- Academic support
- eCounselling
- Muslim prayer rooms and multi-faith spaces
- Living and studying in Australia information
- English language and academic writing workshops.

7.6 Course Structure

| | |
|-----------------------|--|
| Title | Master of Social Work (Qualifying) Pathway |
| CRICOS Code | 114021C |
| Total Credits Points | 300 12.5 credit points per unit |
| Duration | 2 years full time 3 semesters per year of 12 weeks duration of each |
| Delivery Mode | On Campus |
| Unit | 24 units (4 units per semester) |
| Professional Practice | Compulsory, embedded throughout the course |
| Weekly Study Hours | 16 hours per week plus approximately 20 hours of independent study per week |

7.7 Course Units

| FIRST YEAR | | |
|-------------|--|-----------------|
| Unit Code | Unit Name | Teaching Period |
| HCSI01A | Introduction to Human and Community Service | Semester 1 |
| HCSI02A | Professional Communication Skills | Semester 1 |
| HCSI03A | Ethical and Professional Practice in Community Work | Semester 1 |
| HCSI04A | Human Development and Mental Health | Semester 1 |
| HCSI05A | Research in Community Health | Semester 2 |
| HCSI06A | Case Management for Community Practice | Semester 2 |
| HCSI07A | Counselling Skills | Semester 2 |
| HCSI08A | Introduction to Diversity | Semester 2 |
| SECOND YEAR | | |
| Unit Code | Unit Name | Teaching Period |
| MSW4101 | Introduction to Social Work Theory and Practice 1 | Semester 1 |
| MSW4102 | Human Development Across the Lifespan | Semester 1 |
| MSW4103 | Law, Ethics and Human Rights | Semester 1 |
| MSW4104 | Aboriginal and Torres Strait Islander History and Perspectives | Semester 1 |
| MSW4105 | Social Work Theory and Practice 2 - Working with Families and Groups | Semester 2 |
| MSW4106 | Research and Evaluation | Semester 2 |
| MSW4107 | Field Education | Semester 2 |
| THIRD YEAR | | |
| Unit Code | Unit Name | Teaching Period |
| MSW5201 | Social Work Theory and Practice 3 – Human Development, Health and Mental Health (Trauma informs) | Semester 1 |
| MSW5202 | Community Development and Social Policy | Semester 1 |
| MSW5203 | Domestic and Family Violence | Semester 1 |
| MSW5204 | Working across Cultures | Semester 1 |
| MSW5205A | Research Based Project Capstone or | Semester 2 |
| MSW5205B | Research Project / PhD Pathway | |
| MSW5206 | Social Work Theory and Practice 4 - Working Across Cultures | Semester 2 |
| MSW5207 | Field Education 2 | Semester 2 |

7.8 Course Entry Requirements

7.8.1 English Language Proficiency Requirements:

Applicants for the Master of Social Work (Qualifying) Pathway are required to meet the following academic and English language entry standards:

1. Completed a bachelor degree in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland
2. Attained the following

| TEST | POSTGRADUATE DEGREES |
|---------------------|----------------------------------|
| IELTS | Score of 6.5 for all components |
| TOELF (iBT) | Score of 87+ for all components |
| TOEFL (paper based) | Score of 527+ for all components |
| OET | Pass |
| Pearson (PTE) | Score of 56+ for all components |
| Cambridge English | Score of 176+ for all components |

7.8.2 Academic Requirements

To be eligible for an offer of admission, applicants will hold a bachelor degree qualification in any discipline.

7.8.3 Additional Requirements

For admission to courses containing Work Integrated Learning / Professional Practice Experience:

All applicants must have a valid Working with Children Check (WWWC) and Police Check (PC).

7.4 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2024 are:

| | |
|-----------------------|-----------------------|
| Domestic Student | \$60,000 |
| International Student | \$75,000 |
| E-Library Fee | \$1,500 (one off fee) |
| Application Fee | \$250 |

7.5 FEE-HELP Loans (Domestic Student)

FEE-HELP is a loan from the Australian Government for eligible higher education students to pay tuition fees. If students are studying a higher education course at SCEI-HE, students may be eligible for a FEE-HELP loan from the Australian Government to pay all or part of their tuition fees. Australian citizens and permanent humanitarian visa holders are eligible to apply for FEE-HELP.





Southern Cross Education Institute
Higher Education

Contact us: 03 9602 4110

Victoria St Campus
530-538 Victoria St
North Melbourne VIC 3051

41 Boundary Rd Campus
41 Boundary Road
North Melbourne VIC 3051

155 Boundary Rd Campus
155-161 Boundary Road
North Melbourne VIC 3051

Adelaide Campus
14-16 Grote Street
Adelaide SA 5000