

2026 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.

Message from the Deputy CEO



Cyrus Nickson



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 Deputy 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 courses.

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.

Cyrus Nickson
Deputy CEO

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01

About SCEI-Higher Education

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

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.

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 is 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 First Nations perspectives. Linked to the previous principle, supporting diversity and First Nations 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.

→ Communities

Pursuing mutual respect, tolerance and collegiality. This principle defines and promotes the rights and responsibilities of everyone within and connected SCEI-HE 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

530 Victoria St Campus

Melbourne's main campus is located at the intersection of King Street and Errol Street. It is very close to Melbourne CBD. There are 15 training rooms, 1 computer lab and 1 quiet study room in the campus.

530 Victoria Street, North Melbourne, VIC 3051



41 Boundary Rd Campus

Melbourne's second campus is a 25 min walk from our main campus and is also in North Melbourne. There are 9 training rooms and 1 simulation room in the campus. We also have break rooms and study spaces.



41 Boundary Road
North Melbourne VIC 3051

155 Boundary Rd Campus

Our third campus is located ten minutes drive from Melbourne CBD. Trams run regularly to racecourse road, which is a short walk away from the campus. There are 11 training rooms and 2 simulation rooms on campus.

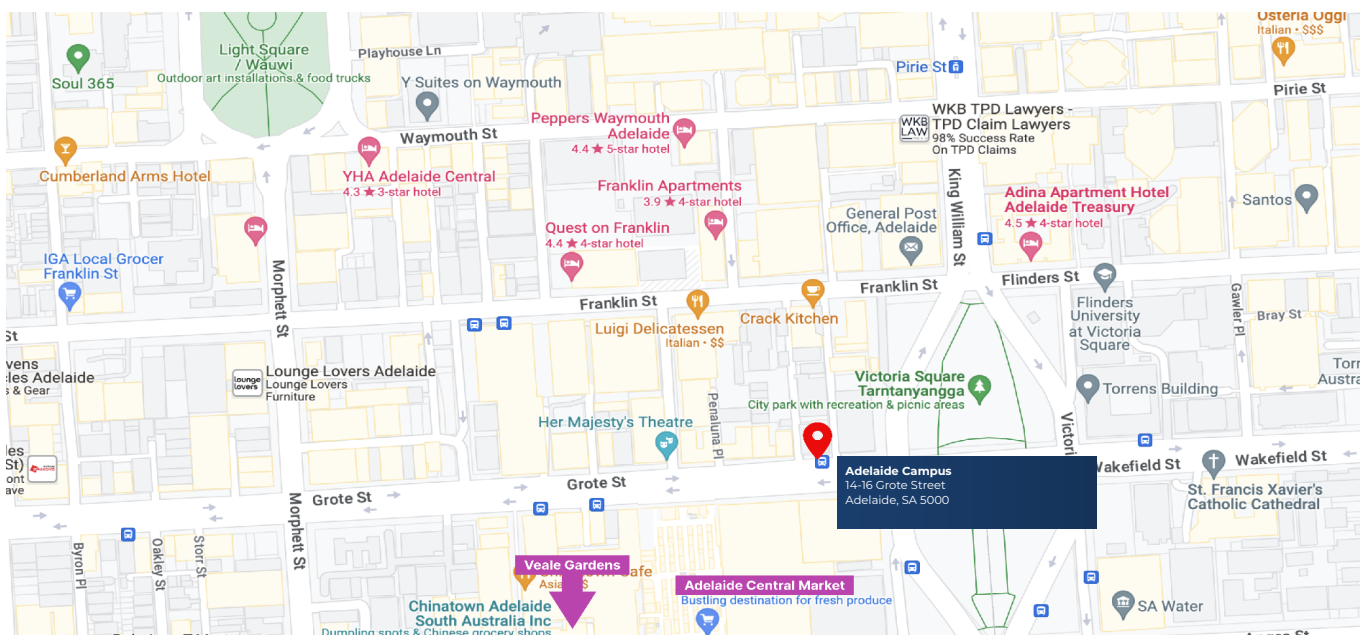


155-161 Boundary Road
North Melbourne VIC 3051

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.

14-16 Grote Street, Adelaide, SA 5000





099214A

Bachelor of Human and Community Services

3.0 Course Overview

Today's community practitioners in human and social services must possess a deep understanding that extends beyond foundational universal standards and procedures. They need to anticipate and comprehend the broad and specific impacts of technological advancements and socio-economic changes on the well-being and outcomes of individuals, families, cultures, and society.

Students enrolled in the Bachelor of Human and Community Services course receive the most relevant, current, and authentic information in the field of human services. They are guided and mentored in problem-solving, self-reflection, and taking the initiative to address community challenges and innovate solutions. This course integrates multiple key disciplines within health and social sciences to equip students with a comprehensive skill set and knowledge base, essential for making a positive impact in this vital field, both now and in the future.

The curriculum is well-balanced, rigorous, and extensive, covering a range of subjects and assessments that introduce students to sociological theory, psychology, counseling practice, public policy, health ethics, cross-cultural communication, workplace leadership, and management, among others.

Additionally, the course addresses crucial areas such as aged care, disability care, children and youth at risk, Indigenous health, women's health, mental health, and drug and alcohol addiction. This holistic approach ensures that graduates are well-prepared to tackle diverse community issues and make meaningful contributions to human and community services.

3.1 Course Learning Outcomes

Graduates of this degree will be able to:

1. Explain concepts, policies, regulations, principles, and theories that underpin human and community services practice in Australia.
2. Exercise independent and collaborative judgement to address social, political and legal issues in human and community services practice.
3. Apply a broad range of knowledge and skills to facilitate effective outcomes and ensure ethical, professional practice across diverse practice contexts.
4. Employ appropriate professional and therapeutic communication methods to connect with diverse range of people and collaborate with colleagues.
5. Exhibit knowledge and skills in evaluation and planning to provide services that meet the needs of different individuals and communities.
6. Demonstrate ability to critically reflect on their own practice and act for self- improvement.

3.2 Graduate Attributes

SCEI-HE graduates are distinguished by their:

- **Adaptability and Independence:** Demonstrating flexibility and a commitment to lifelong learning.
- **Problem-Solving and Critical Thinking:** Applying their knowledge and skills to address complex issues.
- **Research Competence:** Proficient in academic research methodologies.
- **Effective Communication:** Excelling in both spoken and written English.
- **Teamwork Skills:** Collaborating effectively within diverse teams.

3.3 Employment Opportunities

Graduates of the Bachelor of Human and Community Services may find diverse employment opportunities across government, private enterprise, and not-for-profit organisations. Potential career paths include:

- Community Health Worker or Manager
- Social Welfare Worker
- Child Protection Agent
- Early Intervention Professional
- Government Policy Advisor
- Community Development Specialist
- Juvenile Justice Case Worker
- Disability Services Professional
- Support Network Manager
- Mental Health Case Worker
- Migrant Support Worker
- Homeless Services Worker
- Senior Youth Officer

3.4 SCEI-HE Student Life

At SCEI-HE, we recognise that student experiences are just as crucial as educational outcomes. Often, a student's personal experience and academic performance are interdependent. To support our students holistically, SCEI-HE offers referrals to a variety of services:

- Counselling
- Student Welfare Services
- Legal Support for Students
- Academic Assistance
- Muslim Prayer Rooms and Multi-Faith Spaces
- Information on Living and Studying in Australia
- English Language and Academic Writing Support.



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	Domestic: 3 years full time or 6 years part-time International: 3 years full time
Delivery Mode	On Campus
Units	24 units (4 units per semester)
Professional Practice	Compulsory, embedded throughout the course Total: 400 hours
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	Credit Points
HCS101	Introduction to Human and Community Services	Semester 1	12.5
HCS102	Professional Communication Skills	Semester 1	12.5
HCS103	Ethical and Professional Development and Mental Health	Semester 1	12.5
HCS104	Human Lifespan Development	Semester 1	12.5
HCS105	Sociological Themes and Perspectives	Semester 2	12.5
HCS106	Case Management for Community Practice	Semester 2	12.5
HCS107	Counselling Skills	Semester 2	12.5
HCS108	Introduction to Diversity	Semester 2	12.5
SECOND YEAR			
Unit Code	Unit Name	Teaching Period	Credit Points
HCS201	Group Work	Semester 1	12.5
HCS202	First Peoples' Community Services	Semester 1	12.5
HCS203	Applied Counselling	Semester 1	12.5
HCS204	Community Collaboration and Social Action	Semester 1	12.5
HCS205	Australian Social Policy	Semester 2	12.5
HCS206	Disability and Social Inclusion	Semester 2	12.5
HCS207	Mental Health Policy and Practice	Semester 2	12.5
HCS208	Professional Placement 1 (200 hours)	Semester 2	12.5
THIRD YEAR			
Unit Code	Unit Name	Teaching Period	Credit Points
HCS301	Ageing and Society	Semester 1	12.5
HCS302	Community Development	Semester 1	12.5
HCS303	Social Research Strategies	Semester 1	12.5
HCS304	Gender, Power and Violence	Semester 1	12.5
HCS305	Children, Youth and Family Services	Semester 2	12.5
HCS306	Addiction and Substance Abuse	Semester 2	12.5
HCS307	Leadership in Community Services	Semester 2	12.5
HCS308	Professional Placement - II (200 hours)	Semester 2	12.5

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

3.7 Course Entry Requirements

3.7.1 Domestic Students

Academic Requirements

Evidence of successful completion of a recent Senior Secondary Certificate of Education to Year 12 (within the last 3 years), including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English and an ATAR of 65.

Additional Requirements

Other requirements prior to commencing fieldwork placements:

- Working with Children Check
- National Police Record Check

3.7.2 International Students

Academic Requirements

Completed Year 12 or equivalent. The minimum age is 18 years old.



English Language Proficiency Requirements

1. 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.
2. 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.
3. Successful attainment of one of the following English language tests:

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.

Additional Requirements

Other requirements prior to commencing fieldwork placements:

- Working with Children Check
- National Police Record Check

3.7.3 Special Admission Entry (undergraduate courses only)

SCEI-HE's special admission entry provides additional consideration for applicants who are entering through alternative education pathways rather than through completion of an Australian Senior Secondary Certificate or equivalent.

1. Completion of an Australian Vocational Education and Training (VET/TAFE) diploma
2. Satisfactory completion of the Special Tertiary Admissions Test (STAT)
3. Full or partial completion of an Australian higher education award
4. Work and Life Experience

3.8 Credit for Prior Study or Experience

You can reduce the amount of study you need to do by getting credit for prior study or experience.

Credit for prior study may be awarded for previous studies at SCEI-HE, SCEI (VET) or other institutions across Australia and around the world.

Overseas studies will be compared to equivalent Australian qualifications to determine eligibility.

Credit for prior experience, which is also called recognition of prior learning (RPL), may be awarded from previous informal or non-formal learning. Informal learning refers to unstructured learning gained through work, social, family, hobby or leisure activities and experiences. Non-formal learning refers to structured program of learning which does not lead to an officially accredited qualification.

3.8.1 How to Apply

All applications for credit transfer must be completed on the [Advanced Standing RPL Credit Transfer Application HEROR01](#).

Domestic Students

You can apply for credit upon enrolment or at any time but must apply prior to the unit you are seeking credit for commence delivery.

International Students

You should apply for credit upon enrolment, but no later than the second week of the first term of study in your enrolled course.

3.8.2 Evidence for Application of Credit

When you apply for credit, you will need to supply evidence of your prior study or experience.

Prior Study

- Certified Academic Transcript

If the transcript is not in English, please provide a translated copy that has been certified.

- Explanation of Results

Education providers express results in different ways. If the transcript does not include an explanation, please include a link to the relevant page on the institution's website explaining the results.

- Unit/Subject/Course Outline

This must detail learning outcomes and assessment criteria for the previous studies. The unit/subject/course outlines may be an extract from a subject guide, handbook, or syllabus.

Prior Experience/RPL

Each SCEI-HE unit is designed around a set of learning outcomes that you will be expected to achieve. When you apply, you will need to provide detailed statements explaining how prior experience or learning aligns with the learning outcomes of the unit you would like credit for.

Examples that count toward credit for prior experience/RPL:

- Informal learning - unstructured learning gained through work, social, family, hobby or leisure activities and experiences.
- Non-formal learning –structured program of learning which does not lead to an officially accredited qualification.

The following documents can support your application for RPL:

- 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 related to the unit learning outcomes;
- A resume outlining dates, role titles and scope of roles;
- Certificates of completion and attainment e.g. training, professional development; or
- Employer or client references related to the learning outcomes (including contact details) and position description.

3.8.3 Maximum Allowable Credit

Maximum allowable credit for students towards higher level AQF qualifications in the same or a related discipline, completed within the last 10 years, is as follows:

Bachelor qualification is:

- 50% credit for an Advanced Diploma or Associate Diploma linked to a 3-year Bachelor Degree (12 units of 24 units, with no credits in Year 3 and capstone units).
- 37.5% credit for an Advanced Diploma or Associate Diploma linked to a 4-year Bachelor Degree (12 units of 32 units, with no credits in Years 3 and 4 and capstone units).
- 33% credit for a Diploma linked to a 3-year Bachelor Degree (8 units of 24 units, with no credits for units in Years 2 and 3 and capstone units).
- 25% credit for a Diploma linked to a 4-year Bachelor Degree (8 units of 32 units, with no credits for units in Years 2, 3 and 4 and capstone units).
- 50% credit for a Bachelor or higher level linked to a 3-year Bachelor Degree (12 units of 24 units, with no credit for unit in Year 3 and capstone units).
- 50% credit for a Bachelor or higher level linked to a 4-year Bachelor Degree (16 units of 32 unit, with no credits for units in Year 3 and 4 and capstone units).

Postgraduate qualifications (Master's or Graduate Diploma) are:

- 50% credit for a Postgraduate coursework degree.
- Credit for informal and non-formal learning e.g. work experience is capped at 20%.

For more information refer to the [Unit Credit and Recognition of Prior Learning Policy and Procedure HEPP67](#).



3.9 Professional Practice

In each year of the course, students undertake compulsory Professional Practice that is field placement in industry environments. The aim of the professional 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 CWA 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 400 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 or not-for-profit organisations.

3.10 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWCC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2025 are:

Domestic Student	\$50,600
International Student	\$93,000
E-Library Fee	\$1,500 (one off fee)
Application Fee	\$300

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.

The Special Entry Access Scheme (SEAS) covers a range of access and equity programs offered by institutions. SEAS is a single application that is sent to all the courses you apply to.



102401A

Bachelor of Early Childhood Education



4.0 Course Overview

The Bachelor of Early Childhood Education is a forward-thinking program designed to prepare graduates for employment in the pre-primary and early childhood education sectors. This includes kindergartens, preschools, and early learning centres. The program equips students with the knowledge and skills necessary to excel in these dynamic and essential educational environments.

Accredited by the Australian Children's Education and Care Quality Authority (ACECQA), this program offers a comprehensive study of early childhood cognitive, social, and physical development, alongside education theory and curriculum development. Students are taught classroom management techniques, as well as methods for teaching literacy and numeracy, aligned with national and state early learning frameworks (EYLF and VEYLDF). The course integrates industry placement, providing students with valuable opportunities to implement and refine their practical skills in real-world settings.

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 effective oral, written, and digital communication to support inclusive and respectful learning communities.
2. Critically analyse and apply relevant theories, technologies, and contemporary research to inform pedagogical decision-making and professional practice in early childhood education.
3. Design, implement, and evaluate inclusive, evidence-based learning experiences and environments that promote the holistic development, safety, and wellbeing of young children.
4. Interpret and apply curriculum documents, educational policies, and quality assurance frameworks within the Australian early childhood context to ensure effective and compliant professional practice.
5. Critically reflect on professional practice to foster continuous improvement, engage families as partners in learning, and demonstrate understanding of the diverse cultural and social contexts influencing children's education.

4.2 Graduate Attributes

SCEI-HE graduates are distinguished by their:

- **Adaptability and Independence:** Demonstrating flexibility and a commitment to lifelong learning.
- **Problem-Solving and Critical Thinking:** Applying their knowledge and skills to address complex issues.
- **Research Competence:** Proficient in academic research methodologies.
- **Effective Communication:** Excelling in both spoken and written English.
- **Teamwork Skills:** Collaborating effectively within diverse teams.
- **Technological Proficiency:** Competent in using modern technology to enhance their work.

4.3 Pathways for Employment and Further study

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

At SCEI-HE, we recognise that student experiences are just as crucial as educational outcomes. Often, a student's personal experience and academic performance are interdependent. To support our students holistically, SCEI-HE offers referrals to a variety of services:

- Counselling
- Student welfare
- Student legal services
- Academic support
- Muslim prayer rooms and multi-faith spaces
- Living and studying in Australia information
- English language and Academic Writing support



4.6 Course Structure

Title	Bachelor of Early Childhood Education
CRICOS Code	102401A
Total Credits Points	192 - 6 credit points per unit
Duration	Domestic: 4 years full time or 8 years part time International: 4 years full time
Delivery Mode	On Campus
Unit	32 units (4 units per semester)
Professional Practice	Compulsory, embedded throughout the course Total: 85 days
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	Credit Points
ECE101	Child Development 1 (Introduction to theory: Birth to Five Years)	Semester 1	6
ECE102	Language and Literacy	Semester 1	6
ECE103	Mathematics and Numeracy (Birth to Five Years)	Semester 1	6
ECE104	Child Health, Wellbeing and Nutrition (Birth to Five Years)	Semester 1	6
ECE105	Early Childhood Curriculum: Theory and Pedagogy	Semester 2	6
ECE106	Play Based Learning	Semester 2	6
ECE107	Teacher, Parent and Community (Birth to Five Years)	Semester 2	6
ECE108	Professional Practice 1, Observation and Documentation (Birth to Two Years) (10 days)	Semester 2	6
SECOND YEAR			
ECE201	Child Development 2 (Theory: Birth to Three Years)	Semester 1	6
ECE202	Language and Literacy	Semester 1	6
ECE203	Mathematics and Numeracy in Early Childhood (Birth to Five Years)	Semester 1	6
ECE204	Professional Practice 2 Linking Theory to Practice (Birth to Three Years) (10 days)	Semester 1	6
ECE205	Media, Technology and Prevalent Culture V1 (Birth to Five Years)	Semester 2	6
ECE206	Science and Environmental Education in Early Childhood (Three to Five years)	Semester 2	6
ECE207	Creative and Performance Arts 1 Music and Performing Arts (Birth to Five Years)	Semester 2	6
ECE208	Professional Practice 3 Observation and Documentation (Three to Five Years) (15 days)	Semester 2	6
THIRD YEAR			
ECE301	Child Development 3 (Theory: Three to Five Years)	Semester 1	6
ECE302	Diversity and Inclusivity in Early Childhood	Semester 1	6
ECE303	Curriculum: Planning & Early Childhood Learning Spaces	Semester 1	6
ECE304	Professional Practice 4: Linking Theory to Practice (15 days)	Semester 1	6
ECE305	Comparative Early Childhood Education Systems	Semester 2	6
ECE306	Health and Physical Education (Birth to Five Years)	Semester 2	6
ECE307	Creative and Performance Arts 2 (Creative and Visual Media) (Three to Five Years)	Semester 2	6
ECE308	Professional Practice 5 Linking Theory to Practice (Three to Five Years) (15 days)	Semester 2	6

4.7 Course Units

FOURTH YEAR			
Unit Code	Unit Name	Teaching Period	Credit Points
ECE401	Critical Issues of Child Safety and Protection (Birth to Five years)	Semester 1	6
ECE402	Social Perspectives of Childhood through History	Semester 1	6
ECE403	Management and Professional Practice in Early Childhood Education	Semester 1	6
ECE404	The Educator as Researcher	Semester 1	6
ECE405	Society and the Child	Semester 2	6
ECE406	Advanced Assessment and Evaluation Strategies	Semester 2	6
ECE407	Creative and Performance Arts 3 (Movement)	Semester 2	6
ECE408	Professional Practice 6: Full supervision of class (Birth to Five years) (20 days)	Semester 2	6



4.8 Course Entry Requirements

4.8.1 Domestic Students

Academic Requirements

Evidence of successful completion of a Senior Secondary Certificate of Education to Year 12, including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English and an ATAR of 65.

Additional Requirements

Other requirements prior to commencing placements:

- All applicants must have a valid Working with Children Check (WWCC) and a Police Check (PC).
- Students must successfully complete the Mandatory Reporting – Child Protection online training module prior to commencing placement.
- Students are required to meet all health and safety requirements mandated by early childhood education and care services, including up-to-date vaccinations (e.g., influenza, COVID-19, pertussis).

Additional Information - LANTITE

All students enrolled in an initial teacher education course, including early childhood education (either undergraduate or postgraduate) are recommended to 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 are recommended to meet the test requirements to register or to be employed as a teacher, including early childhood teachers. The fee for students to take the test is met by students (approximately \$196.00).

4.8.2 International Students

Academic Requirements

Completed Year 12 or equivalent. The minimum age is 18 years old.

English Language Proficiency Requirements

1. 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.
2. 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.
3. Successful attainment of one of the following English language tests:

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.

Additional Requirements

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

4.8.3 Special Admission Entry (undergraduate courses only)

SCEI-HE's special admission entry provides additional consideration for applicants who are entering through alternative education pathways rather than through completion of an Australian Senior Secondary Certificate or equivalent.

1. Completion of an Australian Vocational Education and Training (VET/TAFE) diploma
2. Satisfactory completion of the Special Tertiary Admissions Test (STAT)
3. Full or partial completion of an Australian higher education award
4. Work and Life Experience



4.9 Credit for Prior Study or Experience

You can reduce the amount of study you need to do by getting credit for prior study or experience.

Credit for prior study may be awarded for previous studies at SCEI-HE, SCEI (VET) or other institutions across Australia and around the world.

Overseas studies will be compared to equivalent Australian qualifications to determine eligibility.

Credit for prior experience, which is also called recognition of prior learning (RPL), may be awarded from previous informal or non-formal learning. Informal learning refers to unstructured learning gained through work, social, family, hobby or leisure activities and experiences. Non-formal learning refers to structured program of learning which does not lead to an officially accredited qualification.

4.9.1 How to Apply

All applications for credit transfer must be completed on the [Advanced Standing RPL Credit Transfer Application HEROR01](#).

Domestic Students

You can apply for credit upon enrolment or at any time but must apply prior to the unit you are seeking credit for commence delivery.

International Students

You should apply for credit upon enrolment, but no later than the second week of the first term of study in your enrolled course.

4.9.2 Evidence for Application of Credit

When you apply for credit, you will need to supply evidence of your prior study or experience.

Prior Study

- Certified Academic Transcript

If the transcript is not in English, please provide a translated copy that has been certified.

- Explanation of Results

Education providers express results in different ways. If the transcript does not include an explanation, please include a link to the relevant page on the institution's website explaining the results.

- Unit/Subject/Course Outline

This must detail learning outcomes and assessment criteria for the previous studies. The unit/subject/course outlines may be an extract from a subject guide, handbook, or syllabus.

Prior Experience/RPL

Each SCEI-HE unit is designed around a set of learning outcomes that you will be expected to achieve. When you apply, you will need to provide detailed statements explaining how prior experience or learning aligns with the learning outcomes of the unit you would like credit for.

Examples that count toward credit for prior experience/RPL:

- Informal learning - unstructured learning gained through work, social, family, hobby or leisure activities and experiences.
- Non-formal learning –structured program of learning which does not lead to an officially accredited qualification.

The following documents can support your application for RPL:

- 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 related to the unit learning outcomes;
- A resume outlining dates, role titles and scope of roles;
- Certificates of completion and attainment e.g. training, professional development; or
- Employer or client references related to the learning outcomes (including contact details) and position description.

4.9.3 Maximum Allowable Credit

Maximum allowable credit for students towards higher level AQF qualifications in the same or a related discipline, completed within the last 10 years, is as follows:

Bachelor qualification is:

- 50% credit for an Advanced Diploma or Associate Diploma linked to a 3-year Bachelor Degree (12 units of 24 units, with no credits in Year 3 and capstone units).
- 37.5% credit for an Advanced Diploma or Associate Diploma linked to a 4-year Bachelor Degree (12 units of 32 units, with no credits in Years 3 and 4 and capstone units).
- 33% credit for a Diploma linked to a 3-year Bachelor Degree (8 units of 24 units, with no credits for units in Years 2 and 3 and capstone units).
- 25% credit for a Diploma linked to a 4-year Bachelor Degree (8 units of 32 units, with no credits for units in Years 2, 3 and 4 and capstone units).
- 50% credit for a Bachelor or higher level linked to a 3-year Bachelor Degree (12 units of 24 units, with no credit for unit in Year 3 and capstone units).
- 50% credit for a Bachelor or higher level linked to a 4-year Bachelor Degree (16 units of 32 unit, with no credits for units in Year 3 and 4 and capstone units).

Postgraduate qualifications (Master's or Graduate Diploma) are:

- 50% credit for a Postgraduate coursework degree.
- Credit for informal and non-formal learning e.g. work experience is capped at 20%.

For more information refer to the [Unit Credit and Recognition of Prior Learning Policy and Procedure HEPP67](#).



4.10 Professional Practice

In each year of the course, students undertake compulsory Professional Practice (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 Placement, all students must have:

- A valid Working with Children Check (WWCC) and a Police Check (PC).
- Successfully complete the Mandatory Reporting – Child Protection online training module prior to commencing placement.
- Meet all health and safety requirements mandated by early childhood education and care services, including up-to-date vaccinations (e.g., influenza, COVID-19, pertussis) prior to commencing placement.

Students will undertake 85 days of Professional Practice in any of the following areas:

- Early Childhood Services; or
- Kindergartens

4.11 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWCC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2025 are:

Domestic Student	\$64,000
International Student	\$124,000
E-Library Fee	\$1,500 (one off fee)
Application Fee	\$300

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.

The Special Entry Access Scheme (SEAS) covers a range of access and equity programs offered by institutions. SEAS is a single application that is sent to all the courses you apply to. (Domestic Students)



106561H

Graduate Diploma in Early Childhood Education



5.0 Course Overview

SCEI-HE's Graduate Diploma in Early Childhood Education enhances your capabilities to become a self-sufficient, versatile, and creative early childhood educator. This program equips you with advanced skills to support the diverse learning needs of children from birth to five years of age. You will learn to build effective relationships with children, families, and communities to develop evidence-based educational interventions. The course includes a mandatory 60 days of professional placement in a regulated early childhood education service, providing hands-on experience.

As reflective professional practitioners, graduates will be prepared to work in early childhood settings with children aged birth to five years, with accreditation from ACECQA.

5.1 Course Learning Outcomes

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

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

- **Adaptability and Independence:** Demonstrating flexibility and a commitment to lifelong learning.
- **Problem-Solving and Critical Thinking:** Applying their knowledge and skills to address complex issues.
- **Research Competence:** Proficient in academic research methodologies.
- **Effective Communication:** Excelling in both spoken and written English.
- **Teamwork Skills:** Collaborating effectively within diverse teams.
- **Technological Proficiency:** Competent in using modern technology to enhance their work.

5.3 Employment Opportunities

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

Graduate employment opportunities include:

- Early Childhood Teacher (ECT)
- Kindergarten teacher
- Pre-school teacher
- Pre-primary teacher
- Early learning centre professional
- Early childhood education professional
- Early education policy developer

5.4 SCEI-HE Student Life

At SCEI-HE, we recognise that student experiences are just as crucial as educational outcomes. Often, a student's personal experience and academic performance are interdependent. To support our students holistically, SCEI-HE offers referrals to a variety of services:

- Counselling.
- Student welfare.
- Student legal services.
- Academic support.
- Muslim prayer rooms and multi-faith spaces.
- Living and studying in Australia information.
- English Language and Academic Writing Support.

5.5 Course Structure

Title	Graduate Diploma in Early Childhood Education
CRICOS Code	106561H
Total Credits Points	100 – 12.5 credit points each unit
Duration	Domestic: 1 year full time or 2 years part time International: 1 year full time
Delivery Mode	On Campus
Unit	8 units (4 units per semester)
Professional Practice	Compulsory, embedded throughout the course Total: 60 days
Weekly Study Hours	20 hours per week plus approximately 20 hours of independent study per week

5.6 Course Units

Unit Code	Unit Name	Teaching Period	Credit Points
GDECE101	Foundations of Early Childhood Education	Semester 1	12.5
GDECE102	Learning and Development, Birth - Two Year Olds	Semester 1	12.5
GDECE103	Language and Literacy in the Early Years	Semester 1	12.5
GDECE104	Professional Teaching Practice 1 (Professional Placement unit) (30 days)	Semester 1	12.5
GDECE105	Becoming an Early Childhood Practitioner	Semester 2	12.5
GDECE106	Learning and Development, Three - Five Year Olds	Semester 2	12.5
GDECE107	Science, Technology, Engineering and Mathematics (STEM) in the Early Years	Semester 2	12.5
GDECE108	Professional Teaching Practice 2 (Professional Placement unit) (30 days)	Semester 2	12.5



5.7 Course Entry Requirements

5.7.1 Domestic Students

Academic Requirements

Applicants must have successfully completed an Australian bachelor degree (or equivalent overseas qualification) in any discipline.

Additional Requirements

Other requirements prior to commencing placements:

- All applicants must have a valid Working with Children Check (WWCC) and a Police Check (PC).
- Students must successfully complete the Mandatory Reporting – Child Protection online training module prior to commencing placement.
- Students are required to meet all health and safety requirements mandated by early childhood education and care services, including up-to-date vaccinations (e.g., influenza, COVID-19, pertussis).

Additional Information - LANTITE

All students enrolled in an initial teacher education course, including early childhood education (either undergraduate or postgraduate) are recommended to 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 are recommended to meet the test requirements to register or to be employed as a teacher, including early childhood teachers. The fee for students to take the test is met by students (approximately \$196.00).

5.7.2 International Students

Academic Requirements

- Applicants must have successfully completed an Australian bachelor degree (or equivalent overseas qualification) in any discipline.
- The minimum age is 18 years old.

English Language Proficiency Requirements

If the bachelor degree is not completed in Australia, New Zealand, the United Kingdom, the United States or America, Canada or the Republic of Ireland, you must complete one of the following English proficiency tests:

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

Additional Requirements

Other requirements prior to commencing placements:

- All applicants must have a valid Working with Children Check (WWCC) and a Police Check (PC).
- Students must successfully complete the Mandatory Reporting – Child Protection online training module prior to commencing placement.
- Students are required to meet all health and safety requirements mandated by early childhood education and care services, including up-to-date vaccinations (e.g., influenza, COVID-19, pertussis).

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

5.8 Credit for Prior Study or Experience

You can reduce the amount of study you need to do by getting credit for prior study or experience.

Credit for prior study may be awarded for previous studies at SCEI-HE, SCEI (VET) or other institutions across Australia and around the world.

Overseas studies will be compared to equivalent Australian qualifications to determine eligibility.

Credit for prior experience, which is also called recognition of prior learning (RPL), may be awarded from previous informal or non-formal learning. Informal learning refers to unstructured learning gained through work, social, family, hobby or leisure activities and experiences. Non-formal learning refers to structured program of learning which does not lead to an officially accredited qualification.

5.8.1 How to Apply

All applications for credit transfer must be completed on the [Advanced Standing RPL Credit Transfer Application HEROR01](#).

Domestic Students

You can apply for credit upon enrolment or at any time but must apply prior to the unit you are seeking credit for commence delivery.

International Students

You should apply for credit upon enrolment, but no later than the second week of the first term of study in your enrolled course.

5.8.2 Evidence for Application of Credit

When you apply for credit, you will need to supply evidence of your prior study or experience.

Prior Study

- Certified Academic Transcript

If the transcript is not in English, please provide a translated copy that has been certified.

- Explanation of Results

Education providers express results in different ways. If the transcript does not include an explanation, please include a link to the relevant page on the institution's website explaining the results.

- Unit/Subject/Course Outline

This must detail learning outcomes and assessment criteria for the previous studies. The unit/subject/course outlines may be an extract from a subject guide, handbook, or syllabus.

Prior Experience/RPL

Each SCEI-HE unit is designed around a set of learning outcomes that you will be expected to achieve. When you apply, you will need to provide detailed statements explaining how prior experience or learning aligns with the learning outcomes of the unit you would like credit for.

Examples that count toward credit for prior experience/RPL:

- Informal learning - unstructured learning gained through work, social, family, hobby or leisure activities and experiences.
- Non-formal learning –structured program of learning which does not lead to an officially accredited qualification.

The following documents can support your application for RPL:

- 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 related to the unit learning outcomes;
- A resume outlining dates, role titles and scope of roles;
- Certificates of completion and attainment e.g. training, professional development; or
- Employer or client references related to the learning outcomes (including contact details) and position description.

5.8.3 Maximum Allowable Credit

Maximum allowable credit for students towards higher level AQF qualifications in the same or a related discipline, completed within the last 10 years, is as follows:

Bachelor qualification is:

- 50% credit for an Advanced Diploma or Associate Diploma linked to a 3-year Bachelor Degree (12 units of 24 units, with no credits in Year 3 and capstone units).
- 37.5% credit for an Advanced Diploma or Associate Diploma linked to a 4-year Bachelor Degree (12 units of 32 units, with no credits in Years 3 and 4 and capstone units).
- 33% credit for a Diploma linked to a 3-year Bachelor Degree (8 units of 24 units, with no credits for units in Years 2 and 3 and capstone units).
- 25% credit for a Diploma linked to a 4-year Bachelor Degree (8 units of 32 units, with no credits for units in Years 2, 3 and 4 and capstone units).
- 50% credit for a Bachelor or higher level linked to a 3-year Bachelor Degree (12 units of 24 units, with no credit for unit in Year 3 and capstone units).
- 50% credit for a Bachelor or higher level linked to a 4-year Bachelor Degree (16 units of 32 unit, with no credits for units in Year 3 and 4 and capstone units).

Postgraduate qualifications (Master's or Graduate Diploma) are:

- 50% credit for a Postgraduate coursework degree.
- Credit for informal and non-formal learning e.g. work experience is capped at 20%.

For more information refer to the [Unit Credit and Recognition of Prior Learning Policy and Procedure HEPP67](#).

5.9 Professional Practice

In each year of the course, students undertake compulsory Professional Practice (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 Placement, all students must have:

- A valid Working with Children Check (WWCC) and a Police Check (PC).
- Successfully complete the Mandatory Reporting – Child Protection online training module prior to commencing placement.
- Meet all health and safety requirements mandated by early childhood education and care services, including up-to-date vaccinations (e.g., influenza, COVID-19, pertussis) prior to commencing placement.

Students will undertake 60 days of Professional Practice in any of the following areas:

- Early Childhood Services; or
- Kindergartens

5.10 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWCC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2025 are:

Domestic Student	\$18,000
International Student	\$31,500
E-Library Fee	\$1,500 (one off fee)
Application Fee	\$300

5.11 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.

The Special Entry Access Scheme (SEAS) covers a range of access and equity programs offered by institutions. SEAS is a single application that is sent to all the courses you apply to





114021C

Master of Social Work (Qualifying)

6.0 Course Overview

The Master of Social Work (Qualifying) course is designed to develop graduates into self-sufficient, versatile and innovative social work practitioners. This course enhances beginner practitioners' abilities to assess clients, situations and environments effectively for a successful career in social work.

Emphasising inclusivity, diversity, and cultural safety, the program ensures a comprehensive understanding of social work principles. The curriculum integrates resources, activities and authentic assessments to cultivate critical professional practice skills. You will learn to apply core social work competencies across diverse professional contexts, managing complex and specialised environments. The course also provides training in developing solutions that demonstrate leadership and project management within social work practice.

Accredited by the Australian Association of Social Workers (AASW), graduates will be eligible for AASW membership upon completion.

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;
- Developing solutions to manage complex 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 leadership and project management skills in social work practice.

6.2 Graduate Attributes

SCEI-HE graduates are distinguished by their:

- **Adaptability and Independence:** Demonstrating flexibility and a commitment to lifelong learning.
- **Problem-Solving and Critical Thinking:** Applying their knowledge and skills to address complex issues.
- **Research Competence:** Proficient in academic research methodologies.
- **Effective Communication:** Excelling in both spoken and written English.
- **Teamwork Skills:** Collaborating effectively within diverse teams.
- **Technological Proficiency:** Competent in using modern technology to enhance their work

6.3 Pathways for Employment and Further study

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 SCEI-HE Student Life

At SCEI-HE, we recognise that student experiences are just as crucial as educational outcomes. Often, a student's personal experience and academic performance are interdependent. To support our students holistically, SCEI-HE offers referrals to a variety of services:

- Counselling
- Student welfare
- Student legal services
- Academic support
- Muslim prayer rooms and multi-faith spaces
- Living and studying in Australia information
- English Language and Academic Writing Support
-



6.5 Course Structure

Title	Master of Social Work (Qualifying)
CRICOS Code	114021C
Total Credits Points	200 – All units except two Field Education units are 12.5 credit points. *Field Education units are 25 credit points
Duration	Domestic: 2 years full time or 4 years part time International: 2 years full time
Delivery Mode	On Campus
Unit	16 units (4 units per semester)
Professional Practice	Compulsory, embedded throughout the course Total: 1,000 hours
Weekly Study Hours	16 hours per week plus approximately 20 hours of independent study per week

6.6 Course Units

FIRST YEAR			
Unit Code	Unit Name	Teaching Period	Credit Points
MSW4101	Introduction to Social Work Theory and Practice 1	Semester 1	12.5
MSW4102	Human Development Across the Lifespan	Semester 1	12.5
MSW4106	Law, Ethics and Human Rights	Semester 1	12.5
MSW4104	Aboriginal and Torres Strait Islander History and Perspectives	Semester 1	12.5
MSW4105	Social Work Theory and Practice 2 - Working with Children, Families and Groups	Semester 2	12.5
MSW4103	Research and Evaluation	Semester 2	12.5
MSW4107	Field Education 1 (500 hours)	Semester 2	25
FIRST YEAR			
MSW5201	Social Work Theory and Practice 3 – Social Work and Community Mental Health	Semester 1	12.5
MSW5202	Community Development and Social Policy	Semester 1	12.5
MSW5203	Domestic and Family Violence	Semester 1	12.5
MSW5204	Working across Cultures	Semester 1	12.5
MSW5205A	Research Based Project	Semester 2	12.5
MSW5206	Social Work Theory and Practice 4 - Sustainable Social Work	Semester 2	12.5
MSW5207	Field Education 2 (500 hours)	Semester 2	25

6.7 Course Entry Requirements

6.7.1 Domestic Students

Academic Requirements

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

- Hold a relevant Australian bachelor's degree (or equivalent) in social or behavioral sciences, with at least one 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.

Additional Requirements

Other requirements prior to commencing fieldwork placements:

- Working with Children Check
- National Police Record Check

6.7.2 International Students

Academic Requirements

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

- Hold a relevant Australian bachelor's degree (or equivalent) in social or behavioral sciences, with at least one 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.
- The minimum age is 18 years old.

English Language Proficiency Requirements

If the bachelor degree is not completed in Australia, New Zealand, the United Kingdom, the United States or America, Canada or the Republic of Ireland, you must complete one of the following English proficiency tests:

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

Additional Requirements

Other requirements prior to commencing fieldwork placements:

- Working with Children Check
- National Police Record Check



6.8 Credit for Prior Study or Experience

You can reduce the amount of study you need to do by getting credit for prior study or experience.

Credit for prior study may be awarded for previous studies at SCEI-HE, SCEI (VET) or other institutions across Australia and around the world.

Overseas studies will be compared to equivalent Australian qualifications to determine eligibility.

Credit for prior experience, which is also called recognition of prior learning (RPL), may be awarded from previous informal or non-formal learning. Informal learning refers to unstructured learning gained through work, social, family, hobby or leisure activities and experiences. Non-formal learning refers to structured program of learning which does not lead to an officially accredited qualification.

6.8.1 How to Apply

All applications for credit transfer must be completed on the [Advanced Standing RPL Credit Transfer Application HEROR01](#).

Domestic Students

You can apply for credit upon enrolment or at any time but must apply prior to the unit you are seeking credit for commence delivery.

International Students

You should apply for credit upon enrolment, but no later than the second week of the first term of study in your enrolled course.

6.8.2 Evidence for Application of Credit

When you apply for credit, you will need to supply evidence of your prior study or experience.

Prior Study

- Certified Academic Transcript

If the transcript is not in English, please provide a translated copy that has been certified.

- Explanation of Results

Education providers express results in different ways. If the transcript does not include an explanation, please include a link to the relevant page on the institution's website explaining the results.

- Unit/Subject/Course Outline

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Prior Experience/RPL

Each SCEI-HE unit is designed around a set of learning outcomes that you will be expected to achieve. When you apply, you will need to provide detailed statements explaining how prior experience or learning aligns with the learning outcomes of the unit you would like credit for.

Examples that count toward credit for prior experience/RPL:

- Informal learning - unstructured learning gained through work, social, family, hobby or leisure activities and experiences.
- Non-formal learning –structured program of learning which does not lead to an officially accredited qualification.

The following documents can support your application for RPL:

- 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 related to the unit learning outcomes;
- A resume outlining dates, role titles and scope of roles;
- Certificates of completion and attainment e.g. training, professional development; or
- Employer or client references related to the learning outcomes (including contact details) and position description.

6.8.3 Maximum Allowable Credit

Maximum allowable credit for students towards higher level AQF qualifications in the same or a related discipline, completed within the last 10 years, is as follows:

Bachelor qualification is:

- 50% credit for an Advanced Diploma or Associate Diploma linked to a 3-year Bachelor Degree (12 units of 24 units, with no credits in Year 3 and capstone units).
- 37.5% credit for an Advanced Diploma or Associate Diploma linked to a 4-year Bachelor Degree (12 units of 32 units, with no credits in Years 3 and 4 and capstone units).
- 33% credit for a Diploma linked to a 3-year Bachelor Degree (8 units of 24 units, with no credits for units in Years 2 and 3 and capstone units).
- 25% credit for a Diploma linked to a 4-year Bachelor Degree (8 units of 32 units, with no credits for units in Years 2, 3 and 4 and capstone units).
- 50% credit for a Bachelor or higher level linked to a 3-year Bachelor Degree (12 units of 24 units, with no credit for unit in Year 3 and capstone units).
- 50% credit for a Bachelor or higher level linked to a 4-year Bachelor Degree (16 units of 32 unit, with no credits for units in Year 3 and 4 and capstone units).

Postgraduate qualifications (Master's or Graduate Diploma) are:

- 50% credit for a Postgraduate coursework degree.
- Credit for informal and non-formal learning e.g. work experience is capped at 20%.

For more information refer to the [Unit Credit and Recognition of Prior Learning Policy and Procedure HEPP67](#).

6.9 Professional Practice

There are two subjects that comprise MSW (Q) Field Education as part of the Master of Social Work (Qualifying) course - MSWQ4107 Field Education 1 and MSWQ5207 Field Education 2. Each placement must total a minimum of 500 hours.

Aims of Field Education

- Field Education is a core component of social work education and the following considerations must be incorporated in placement programs:
- Field Education must comprise at least 1,000 hours and be formally assessed as a credit-bearing subject within an accredited program.
- Programs must demonstrate that learning is scaffolded across academic and field components, including integrative seminars and reflective supervision.
- Field Education must operate through formal partnerships between universities and host organisations, including Memoranda of Understanding (MOUs), placement agreements, and shared supervision models.
- Field Education must reflect AASW Practice Standards (2023) and Code of Ethics (2020); placements must promote ethical, culturally safe, and evidence-based practice.
- Explicit requirement for culturally responsive practice, trauma-informed supervision, and inclusion of Aboriginal and Torres Strait Islander perspectives.

(ASWEAS 2024, Standard 4: Practice Education)

Field Education provides opportunities for students to integrate theory with practice and develop the required skills and knowledge base to meet the Australian Association of Social Workers Practice Standards (AASW 2023). As part of the placement process, students need to demonstrate their knowledge of, and competence in, the Practice Standards for Social Workers.

6.10 Course Fees

Additional expenses include fees associated with the Working with Children Check (WWCC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2025 are:

Domestic Student	\$42,000
International Student	\$66,000
E-Library Fee	\$1,500 (one off fee)
Application Fee	\$300

6.11 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.

The Special Entry Access Scheme (SEAS) covers a range of access and equity programs offered by institutions. SEAS is a single application that is sent to all the courses you apply to. (Domestic Students Only)



Notes



Southern Cross Education Institute
Higher Education

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