

2023 Course Guides

Domestic & International Students







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 to Students from the CEO



“Welcome to Southern Cross Education Institute Higher Education (SCEI-HE) and congratulations on your acceptance into the 102401A Bachelor of Early Childhood Education, 099214A Bachelor of Human and Community Services and 10656H Graduate Diploma of Early Childhood Education.

I wish you every success as you commence the learning journey that will launch your new career. I am honoured to welcome you to our student community.

SCEI-HE is registered to provide Bachelor level of Higher Education courses of study.

As the founder and 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 Health and Community Services Alumni. Through the efforts of our dedicated,

experienced and talented academic staff, our Institute will deliver a progressive and successful centre of education. This semester, you will become an integral part of our success story by joining the first cohorts of students in SCEI-HE programs.

As students and graduates you will play a crucial role in the delivery of critical health and community services 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.

Azeezur Rahaman
CEO

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About SCEI Higher Education

Our Mission

To deliver quality education through innovative methods in a supportive environment; to equip our students with the knowledge and practical skills to empower them as lifelong learners and active members of the wider community and future leaders in their fields.

SCEI-HE believes that quality higher education should not only serve the demands of the labour market and enhance the career prospects of graduates, but also contribute to an improved national economy through graduates' professional innovation in business, industry, research and government, their positive and beneficial engagement with community and ongoing contribution to a democratic, equitable and civilised society.

Our Vision

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

Our Values

SCEI Higher Education (SCEI-HE) is driven to provide empowering learning experiences to enrich every student's higher education journey and every community sector with which they engage. Through dynamic community engagement, up-to-the-minute research and active support of low socio-economic students,

SCEI-HE's primary goal is to advance knowledge and practice in the students we teach, to benefit industries our practice ready graduates enter and the enrichment of communities with which our graduates connect.



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:

→ Academic freedom of inquiry and opinion

The principle ensures the freedom to debate received wisdom, and, for all staff, students and individuals of the communities with which we interact, to be permitted to offer controversial and sometimes dissenting views without fear of condemnation or loss of job or privilege.

→ Accountability

Responsibility for decision-making is situated at all levels within SCEI-HE relevant to the position, department or area. Decisions are informed, consultative where required and transparent in execution.

→ Communitas

This refers to the pursuit of mutual respect, tolerance and collegiality among peers and students. This principle defines and promotes the rights and responsibilities of everyone within and connected to the institution with respect to all activities, pedagogical, social, behavioural, cultural and economic.

→ Partnership

The aim of this principle is the development of partnerships that will be mutually beneficial to all parties, by working locally and nationally with groups and institutions internal and external to SCEI-HE.

→ Excellence

Our aim is to ensure the academic excellence, innovation, enterprise and achievements that enrich society and drives industry. Our diversity program provides students, teachers and community with opportunities to discuss and explore topics and issues of behavioural, societal, cultural, historical, scientific and political perspective that promote understanding of access, excellence and inclusion, and inform our interdisciplinary and trans-disciplinary approaches.

We seek to enrich the student experience and afford them critical insights into the trans-disciplinary opportunities and challenges explicit to our diverse cultures and communities.

→ Inclusivity

Integral to the previous value, the support of cultural diversity and Indigenous perspectives is a foundation principle for SCEI-HE. Based on the underpinning values of equity and social justice for all, SCEI-HE is committed to overturning the legacies of exclusionism.

Campus Locations

Melbourne Campus 1

The Melbourne Head Office multi level campus is located ten minutes by car from the 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
- Administration offices and Executive offices
- Boardroom
- Wi-fi facility is available for students who use self owned electronic devices.

Melbourne Campus 2

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

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. Public parking is available at a number of street locations close by. Buses stop outside the front door to the campus every ten minutes.



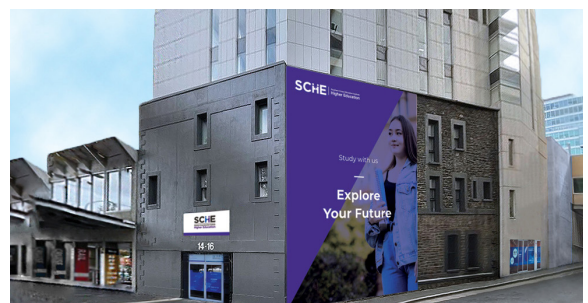
Head Office and Main Campus

Located: 155-161 Boundary Road, North Melbourne VIC 3051



Second Campus

Located: 41 Boundary Road, North Melbourne VIC 3051



Adelaide Campus

Located: 14-16 Grote Street, Adelaide, Australia, SA 5000

03



099214A

Bachelor of Human and Community Services

3.1 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, there is 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 technological revolution and socio-economic change on the health outcomes of individuals, families, cultures and society itself.

Students of the 099214A 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 099214A 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.

3.2 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. Exhibit depth of 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. Communication skills in written and oral form 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 to independently solve problems and be responsible and accountable for own learning and professional practice.
6. Collaborate with colleagues to work in a professional setting exercising the highest standards of ethical behaviour required of a health and community services practitioner.
7. Critically evaluate theories, policies and research in health and community services and apply to professional practice in health and community services.
8. Build inclusive cultures to integrate the varied needs of diverse individuals and communities into professional practice.

3.3 Graduate Attributes

Graduates of the SCEI-HE experience 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
- Technologically competent

3.4 Employment Opportunities

Graduates of the 099214A 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
- Senior youth officer

3.5 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 workshop



3.6 Course Structure

Title	Bachelor of Human and Community Services
CRICOS Code	099214A
Total Credits Points	300 - 12.5 credit points each subject
Duration	3 years, full time or 6 years part-time 2 semesters per year of 12 weeks duration each
Delivery Mode	On Campus
Subjects	24 subjects (4 subjects per semester)
Professional Practice	Compulsory, embedded throughout the course
Weekly Study Hours	20 hours/week plus approximately 16 hours of private study hours/week
Holiday Breaks	6 weeks between semester 1 and 2; 15 weeks from end of semester 2 to beginning of following year's study period



3.7 Course Subjects

FIRST YEAR		
Subject Code	Subject 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		
Subject Code	Subject 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		
Subject Code	Subject 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

3.8 Course Entry Requirements

Applicants for the **099214A Bachelor of Human and Community Services** are required to meet the following academic and English language entry standards.

3.8.1 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 the countries (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.

3.8.2 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.

3.8.3 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)

3.8.4 Mature Entry

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 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.



3.9 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 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.	

Course	Maximum and Block Credit
Bachelor of Human and Community Services	<p>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.</p> <p>A maximum of 40% RPL can be awarded on prior work experience.</p>

3.10 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, 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 the school 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 432 hours of Professional Practice in any of the following areas:

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

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

3.11 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 2022 are:

Domestic Student	\$57,000
International Student	\$93,000
Materials Fee	\$1,400 (one off fee)

3.12 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.

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 context. 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 consistent opportunities for students to implement and develop their practical skills.

4.1 Course Learning Outcomes

Graduates of this degree will:

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 context.
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

Graduates of the SCEI-HE experience 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
- Technologically competent

4.3 Pathways and Employment Opportunity

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 102401A 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 workshop



4.6 Course Structure

Title	Bachelor of Early Childhood Education
CRICOS Code	102401A
Total Credits Points	192 - 6 credit points each subject
Duration	4 years – Full time 2 semesters per year of 12 weeks duration of each
Delivery Mode	Face to face
Subjects	32 subjects (4 subjects per semester)
Professional Practice	Compulsory, embedded throughout the course
Weekly Study Hours	20 hours/week plus approximately 16 hours of private study hours/week
Holiday Breaks	4 weeks between semester 1 and 2



4.7 Course Subjects

FIRST YEAR		
Subject Code	Subject Name	Teaching Period
EC101	Child Development 1 (Introduction to theory: Birth to five years)	Semester 1
EC102	Language and Literacy	Semester 1
EC103	Maths and Numeracy	Semester 1
EC104	Child Health, Wellbeing and Nutrition	Semester 1
EC105	Early Childhood Curriculum: Theory and Pedagogy	Semester 2
EC106	Play Based Learning	Semester 2
EC107	Teacher Parent and Community	Semester 2
EC108	Professional Practice 1: Observation and Documentation	Semester 2
SECOND YEAR		
EC201	Child Development 2 (Theory: Birth to Three years)	Semester 1
EC202	Language and Literacy	Semester 1
EC203	Maths and Numeracy in Early Childhood	Semester 1
EC204	Professional Practice 2: Linking Theory to Practice	Semester 1
EC205	Media, Technology and Prevalent Culture VI	Semester 2
EC206	Science and Environmental Education in Early Childhood	Semester 2
EC207	Creative and Performance Arts 1 (Music and Performing Arts)	Semester 2
EC208	Professional Practice 3: Observation and Documentation	Semester 2
THIRD YEAR		
EC301	Child Development 3 (Theory: Three to Five years)	Semester 1
EC302	Diversity and Inclusivity in Early Childhood	Semester 1
EC303	Curriculum: Planning & Early Childhood Learning Spaces	Semester 1
EC304	Professional Practice 4: Linking Theory to Practice	Semester 1
EC305	Comparative Early Childhood Education Systems	Semester 2
EC306	Health and Physical Education	Semester 2
EC307	Creative and Performance Arts 2 (Visual Media)	Semester 2
EC308	Professional Practice 5: Linking Theory to Practice	Semester 2
FOURTH YEAR		
EC401	Critical Issues of Child Safety and Protection	Semester 1
EC402	Social Perspectives of Childhood through History	Semester 1
EC403	Management and Professional Practice in Early Childhood Education	Semester 1
EC404	The Educator as Researcher	Semester 1
EC405	Society and the Child	Semester 2
EC406	Advanced Assessment and Evaluation Strategies	Semester 2
EC407	Creative and Performance Arts 3 (Movement)	Semester 2
EC408	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 the countries (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 Literacy and Numeracy Test for Initial Teacher Education (LANTITE) test prior to graduation.

The Literacy and Numeracy Test 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).

4.8.5 Mature Entry (Undergraduate Courses only)

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 subject 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.
- 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	Applicants with a Diploma of Early Childhood Education and Care will receive block credit of eight subjects. Seven subjects from year one and one from year two - RPL will not include a diploma level placement subject 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 the school 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
- Kindergartens

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

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 2022 are:

Domestic Student	\$76,000
International Student	\$124,000
Materials Fee	\$1,400 (one off fee)

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.



05

106561H

Graduate Diploma of Early Childhood Education

5.0 Course Overview

SCEI-HE 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. There are 60 days of professional placement in a regulated early childhood education service.

A reflexive professional practitioner, you 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 are 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
- 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 Course Structure

Title	Graduate Diploma of Early Childhood Education
CRICOS Code	106561H
Total Credits Points	100 - 12.5 credit points each subject
Duration	1 year, full time 2 semesters per year of 12 weeks duration each
Delivery Mode	On Campus
Subjects	8 subjects (4 subjects per semester)
Work Integrated Learning	30-day placement each semester across age groupings 0-2 and 3-5 (60 Days)
Weekly Study Hours	20 hours/week plus approximately 20 hours of private study hours/week
Holiday Breaks	6 weeks between semester 1 and 2

5.3 Course Subjects

Subject Code	Subject 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

5.4 Course Entry requirements

5.4.1 English Language Proficiency Requirements:

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

1. Bachelor degree in Australia, New Zealand, the UK, the USA, Canada or the Republic of Ireland
2. Successful attainment of 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

5.4.2 Academic Requirements

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

- 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

5.4.3 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 met by approximately \$80.00.

5.4.4 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).

5.4.5 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.

The Literacy and Numeracy Test 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).

5.5 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 2022 are:

Domestic Student	\$19,000
International Student	\$31,000
Materials Fee	\$1,400 (one off fee)

5.6 FEE-HELP Loans (Domestic Student)

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Notes

