

# 2025 Course Guide

## Domestic & International Students



Southern Cross Education Institute  
**Higher Education**





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

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

# Letter from the CEO

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



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

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

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

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

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

**Silvija Dobson**  
CEO

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# About SCEI-Higher Education

## Our Mission

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

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

## Our Vision

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



# Guiding Values and Principles

## Values and Principles

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

### → Excellence

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

### → Inclusivity

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

### → Partnership

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

### → Academic freedom of inquiry and opinion

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

### → Communités

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

### → Accountability

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

# Our Campuses

## Victoria St Campus

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



530 Victoria Street  
North Melbourne VIC 3051

## 41 Boundary Rd Campus

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

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



41 Boundary Road  
North Melbourne VIC 3051

## 155 Boundary Rd Campus

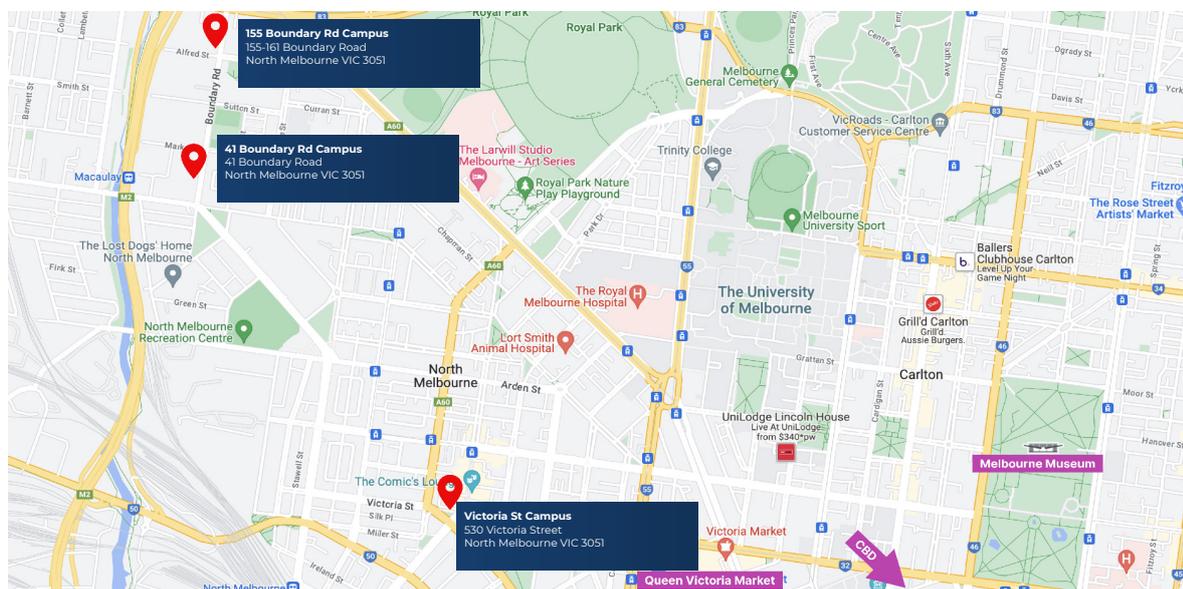
Located a short distance from Melbourne CBD. Trams leave Elizabeth Street every ten minutes and your departure at the #22 Tram stop on the corner of Racecourse Road and Boundary Road will leave you with a quick walk across the road to the main campus. Free street parking is available.

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

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



155-161 Boundary Road  
North Melbourne VIC 3051

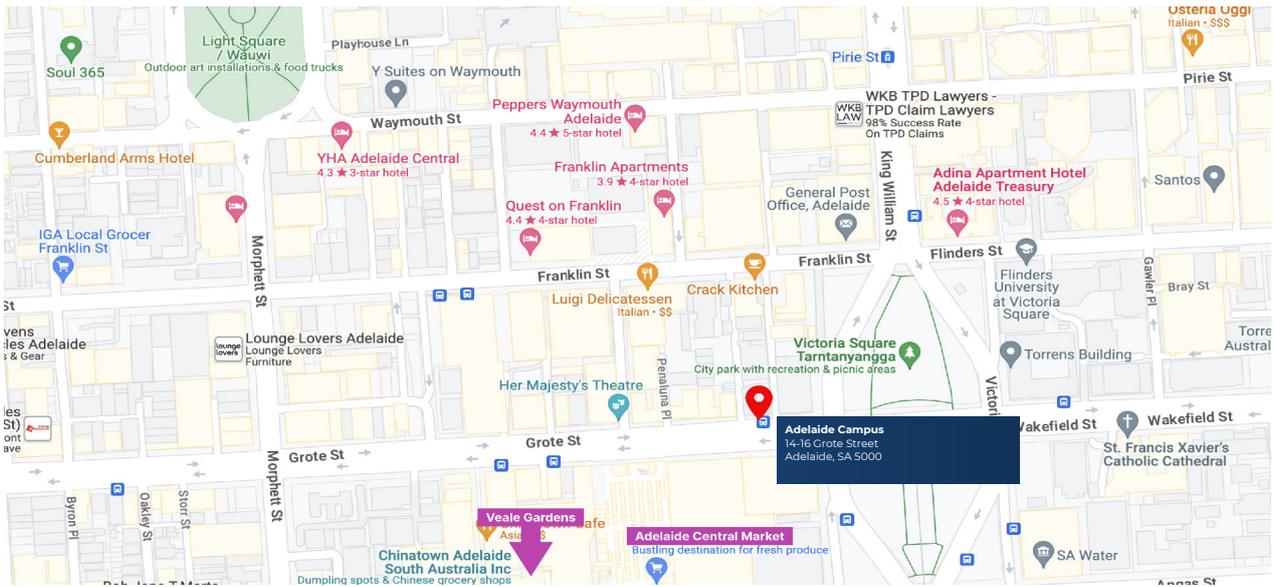


# Adelaide Campus

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



**Adelaide Campus**  
14-16 Grote Street  
Adelaide SA 5000



Our Campuses

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099214A

# Bachelor of Human and Community Services

## 3.0 Course Overview

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**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 program 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 program 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

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Graduates of this degree will have:

1. Broad and coherent knowledge of Australia's public health and community service policies, practices, funding, regulations and services.
2. A global perspective on developments over time in public health and community services and their implications for Australian policies and practices.
3. Extensive knowledge in the principles and concepts required of a community health services practitioner including ethical practice, community health, communities of practice and place, counselling, multidisciplinary care, social welfare, health and community assessments and interventions.
4. The requisite written and oral communication skills to present clear and coherent knowledge and ideas to colleagues, research subjects, individuals and diverse communities.
5. Develop cognitive and creative skills to exercise critical thinking and judgment, enabling the independent resolution of problems while taking responsibility and accountability for one's own learning and professional practice.
6. Demonstrate collaborative skills and effectively work with colleagues in a professional setting, upholding the highest standards of ethical behavior expected of a health and community services practitioner.
7. The ability to critically evaluate theories, policies, and research in health and community services, and to apply this knowledge to professional practice in the field.
8. The skills to build inclusive cultures to integrate the varied needs of diverse individuals and communities into professional practices.

## 3.2 Graduate Attributes

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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

## 3.3 Employment Opportunities

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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

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**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:

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



## 3.5 Course Structure

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



## 3.6 Course Units

FIRST YEAR		
Unit Code	Unit Name	Teaching Period
HCS101	Introduction to Human and Community Services	Semester 1
HCS102	Professional Communication Skills	Semester 1
HCS103	Ethical and Professional Development and Mental Health	Semester 1
HCS104	Human Lifespan Development	Semester 1
HCS105	Sociological Themes and Perspectives	Semester 2
HCS106	Case Management for Community Practice	Semester 2
HCS107	Counselling Skills	Semester 2
HCS108	Introduction to Diversity	Semester 2

SECOND YEAR		
Unit Code	Unit Name	Teaching Period
HCS201	Group Work and Program Design	Semester 1
HCS202	Indigenous Community Services	Semester 1
HCS203	Applied Counselling	Semester 1
HCS204	Community Collaboration and Social Action	Semester 1
HCS205	Australian Social Policy	Semester 2
HCS206	Disability and Social Inclusion	Semester 2
HCS207	Mental Health Policy and Practice	Semester 2
HCS208	Professional Placement 1	Semester 2

THIRD YEAR		
Unit Code	Unit Name	Teaching Period
HCS301	Ageing and Society	Semester 1
HCS302	Community Development	Semester 1
HCS303	Social Research Strategies	Semester 1
HCS304	Gender, Power and Violence	Semester 1
HCS305	Children, Youth and Family Services	Semester 2
HCS306	Addiction and Substance Abuse	Semester 2
HCS307	Leadership in Community Services	Semester 2
HCS308	Professional Placement - II	Semester 2

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

## 3.7 Course Entry Requirements

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

### 3.7.1 English Language Proficiency Requirements

An applicant will be deemed to have sufficient English language proficiency if they have completed one of the following Australian or overseas qualifications within the preceding five (5) years of their application:

#### Australian Qualifications

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

#### Overseas Qualifications

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

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

## 3.7.2 Academic Requirements

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

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

## 3.7.3 Additional Requirements

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All applicants must have a valid Working with Children Check (WWCC) and a police Check (PC).

## 3.7.4 Mature Entry

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

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

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

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



## 3.8 Credit Transfer and Recognition of Prior Learning

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:** Recognised degrees, diplomas, or certificates from accredited institutions.
- **Non-Formal Learning:** Non-award programs of study.
- **Informal Learning:** Work experiences and other practical learning opportunities.

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

Potential advanced standing may also be influenced by regulatory or professional body requirements concerning quality, content, and delivery mode. SCEI-HE will ensure compliance with these regulations and standards.

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

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

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

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

## 3.9 Professional Practice

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

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

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

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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)

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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.

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102401A

# Bachelor of Early Childhood Education

## 4.0 Course Overview

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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 in both historical and contemporary contexts. 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 units, providing students with valuable opportunities to implement and refine their practical skills in real-world settings.

## 4.1 Course Learning Outcomes

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Graduates of this degree will be able to:

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

## 4.2 Graduate Attributes

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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

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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

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

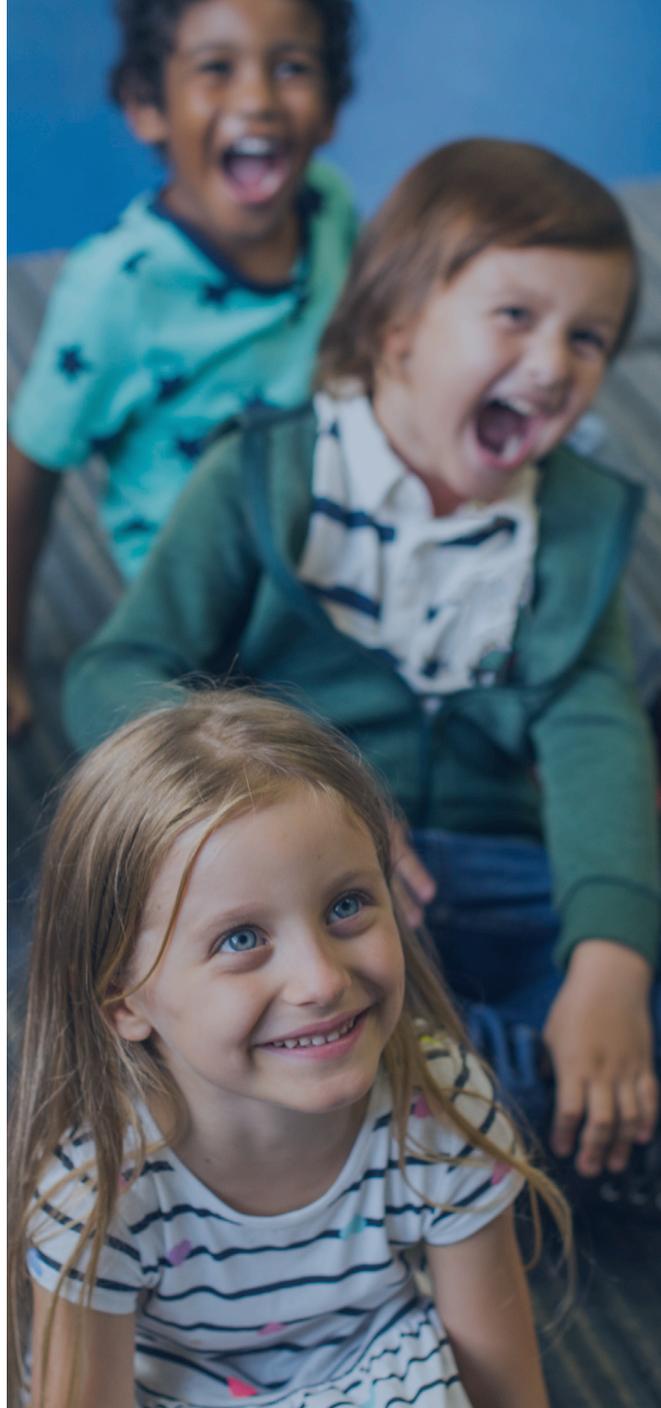
- Early childhood education professional.
- Kindergarten teaching.
- Pre-school teaching.
- Early learning centre professional.
- Early education policy developer.

## 4.5 SCEI-HE Student Life

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**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:

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



## 4.6 Course Structure

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



## 4.7 Course Units

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

## 4.8 Course Entry Requirements

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

### 4.8.1 English Language Proficiency Requirements

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

#### Australian Qualifications

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

#### Overseas Qualifications

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

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

## 4.8.2 Academic Requirements

---

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

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

## 4.8.3 Additional Requirements

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

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

## 4.8.4 Additional Information - LANTITE

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

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

**All students must meet the test requirements 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).**

## 4.8.5 Mature Entry (Undergraduate Courses only)

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

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

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

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

## 4.9 Credit Transfer and Recognition of Prior

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:** Recognized degrees, diplomas, or certificates from accredited institutions.
- **Non-Formal Learning:** Non-award programs of study.
- **Informal Learning:** Work experiences and other practical learning opportunities.

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

Potential advanced standing may also be influenced by regulatory or professional body requirements concerning quality, content, and delivery mode. SCEI-HE will ensure compliance with these regulations and standards.

- If you have studied for a Diploma in 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.
- Mature aged students who do not meet the normal admission requirements, but have relevant work or life experiences, will be considered for admission.

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

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

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

## 4.10 Professional Practice

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In each year of the program, 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 Practice, all students must have provided SCEI-HE with evidence of a valid National Police History Check and a current Working with Children Check. Students will undertake 400 hours of Professional Practice in any of the following areas:

- Early Childhood Services; or
- Kindergartens

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

## 4.11 Course Fees

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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)

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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

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**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

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

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

## 5.2 Graduate Attributes

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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 education professional;
- Kindergarten Teaching;
- Pre-school teaching;
- Early learning centre 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:

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

## 5.5 Course Structure

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

## 5.6 Course Units

Unit Code	Unit Name	Teaching Period
GDECE101	Foundations of Early Childhood Education	Semester 1
GDECE102	Learning and Development, Birth - Two Year Olds	Semester 1
GDECE103	Language and Literacy in the Early Years	Semester 1
GDECE104	Professional Teaching Practice 1 (Professional Placement unit)	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 (Professional Placement unit)	Semester 2

## 5.7 Course Entry Requirements

### 5.7.1 English Language Proficiency Requirements:

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

- Completed a bachelor's degree in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland
- Attained the following:

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

## 5.7.2 Academic Requirements

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

- Hold a bachelor qualification

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

## 5.7.3 Non - Academic Requirements

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

## 5.7.4 Additional Requirements

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

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

## 5.7.5 Additional Information - LANTITE

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

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

**All students must pass a successful test 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 Course Fees

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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

## 5.9 FEE-HELP Loans (Domestic Student)

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

**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

## 5.10 Credit Arrangements

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

**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.	



114021C

# Master of Social Work (Qualifying)

## 6.0 Course Overview

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

Emphasising inclusivity, diversity, and cultural sensitivity, the program ensures a comprehensive understanding of social work principles. The curriculum integrates resources, activities, and constructive assessments to cultivate critical professional practice skills. You will learn to incorporate core social work competencies into diverse professional contexts, managing challenging and specialised environments. Additionally, the course provides training in formulating solutions that demonstrate project management and leadership skills within social practice.

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

## 6.1 Course Learning Outcomes

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

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

## 6.2 Graduate Attributes

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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

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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 recognize 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:

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



## 6.5 Course Structure

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

## 6.6 Course Units

FIRST YEAR		
Unit Code	Unit Name	Teaching Period
MSW4101	Introduction to Social Work Theory and Practice 1	Semester 1
MSW4102	Human Development Across the Lifespan	Semester 1
MSW4106	Law, Ethics and Human Rights	Semester 1
MSW4104	Aboriginal and Torres Strait Islander History and Perspectives	Semester 1
MSW4105	Social Work Theory and Practice 2 - Working with Families and Groups	Semester 2
MSW4103	Research and Evaluation	Semester 2
MSW4107	Field Education 1	Semester 2
SECOND YEAR		
MSW5201	Social Work Theory and Practice 3 – Human Development, Health and Mental Health (Trauma informs)	Semester 1
MSW5202	Community Development and Social Policy	Semester 1
MSW5203	Domestic and Family Violence	Semester 1
MSW5204	Working across Cultures	Semester 1
MSW5205A	Research Based Project Capstone or	Semester 2
MSW5205B	Research Project / PhD Pathway	
MSW5206	Social Work Theory and Practice 4 - Working Across Cultures	Semester 2
MSW5207	Field Education 2	Semester 2

## 6.7 Course Entry Requirements

### 6.7.1 English Language Proficiency Requirements:

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

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

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

### 6.7.2 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.

### 6.7.3 Non - Academic Requirements

- Applicants for education programs will need to complete a non-academic suitability test. The test measures attributes such as motivation to teach, attitude toward learning, interpersonal and communication skills, resilience, self-efficacy, how conscientious applicants are as well as organisation and planning skills.

## 6.7.4 Additional Requirements

For admission to courses that include Work Integrated Learning (WIL) or Professional Experience:  
All applicants must have a valid Working with Children Check (WWCC) and a Police Check (PC).

## 6.8 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

## 6.9 FEE-HELP Loans (Domestic Student)

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

**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)





114021C

# Master of Social Work (Qualifying) Pathway

# 7.0 Course Overview

The Master of Social Work (Qualifying) Pathway program at Southern Cross Education Institute-Higher Education is designed for individuals who hold a bachelor's degree in a discipline not listed as a prerequisite for the Master of Social Work (Qualifying). This comprehensive program spans four semesters, providing a robust foundation in human and community services.

The pathway program includes eight carefully selected human and community services units that equip students with the essential knowledge and skills required to succeed in the social work profession. These units cover a wide range of topics, ensuring a well-rounded education that addresses the diverse needs and challenges encountered in social work practice.

Upon successful completion of the pathway program, students will seamlessly transition into the Master of Social Work (Qualifying) program. This advanced degree prepares graduates to become competent, ethical, and reflective social work practitioners capable of addressing complex social issues and advocating for vulnerable populations.

The curriculum of the pathway program is designed to foster critical thinking, cultural sensitivity, and a deep understanding of social justice principles. Students will engage in practical learning experiences, including industry placements, to apply theoretical knowledge in real-world settings. This hands-on approach ensures that graduates are well-prepared for the dynamic and rewarding field of social work.

## Pathway to Eligibility for the Master of Social Work (MSW) Program

### First Year (BHCS)

FIRST YEAR		
Unit Code	Unit Name	Teaching Period
HCS101	Introduction to Human and Community Services	Semester 1
HCS102	Professional Communication Skills	Semester 1
HCS103	Ethical and Professional Development and Mental Health	Semester 1
HCS104	Human Lifespan Development	Semester 1
HCS105	Sociological Themes and Perspectives	Semester 2
HCS106	Case Management for Community Practice	Semester 2
HCS107	Counselling Skills	Semester 2
HCS108	Introduction to Diversity	Semester 2

**Eligibility Criteria: To be eligible for the MSW program, students must:**

#### 1. Complete the First Year of BHCS:

- Successfully complete the first year of the Bachelor of Human and Community Services program, which comprises two semesters.

#### 2. Achieve Academic Requirements:

- Ensure all coursework and assessments are completed satisfactorily, meeting the academic standards required for progression.

**Direct Entry to MSW:** After fulfilling the above criteria, students may be eligible for direct entry into the MSW program. This pathway allows students to transition seamlessly into advanced social work education, building on the foundational knowledge and skills acquired during the BHCS program.

## 7.1 Course Learning Outcomes

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If you hold a bachelor's degree in a discipline that is not listed as a prerequisite for the Master of Social Work (Qualifying), you may be eligible to enter our Master of Social Work (Qualifying) Pathway program. This program spans four semesters in duration.

## 7.2 Graduate Attributes

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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

## 7.3 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

## 7.4 SCEI-HE Student Life

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**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:

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

## 7.5 Course Structure

Title	Master of Social Work (Qualifying) Pathway
CRICOS Code	114021C
Total Credits Points	200 – 12.5 credit points each unit
Duration	1- Year, fulltime First Year BHCS, 2 semesters, 12 weeks in each semester. 2 – Year, full time, 2 semesters per year, 12 weeks duration of each semester 3- Year, full time
Delivery Mode	On Campus
Unit	BHCS, 8 units (4 units per semester) MSW,16 units (4 units per semester). BHCS + MSW = 24 units in total.
Professional Practice	Compulsory, embedded throughout the course
Weekly Study Hours	16 hours per week plus approximately 20 hours of independent study per week

## 7.6 Course Units

FIRST YEAR		
Unit Code	Unit Name	Teaching Period
MSW4101	Introduction to Social Work Theory and Practice 1	Semester 1
MSW4102	Human Development Across the Lifespan	Semester 1
MSW4103	Research and Program Evaluation	Semester 1
MSW4104	Aboriginal and Torres Strait Islander History and Perspectives	Semester 1
MSW4105	Social Work Theory and Practice 2 - Working with Families and Groups	Semester 2
MSW4106	Law, Ethics and Human Rights	Semester 2
MSW4107	Field Education 1	Semester 2
SECOND YEAR		
Unit Code	Unit Name	Teaching Period
MSW5201	Social Work Theory and Practice 3 – Human Development, Health and Mental Health (Trauma informs)	Semester 1
MSW5202	Community Development and Social Policy	Semester 1
MSW5203	Domestic and Family Violence	Semester 1
MSW5204	Working across Cultures	Semester 1
MSW5205A	Research Based Project Capstone or	Semester 2
MSW5205B	Research Project / PhD Pathway	
MSW5206	Social Work Theory and Practice 4 - Working Across Cultures	Semester 2
MSW5207	Field Education 2	Semester 2

## 7.7 Course Entry Requirements

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### 7.7.1 English Language Proficiency Requirements:

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

- Completed a bachelor's degree in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland
- Attained the following

TEST	POSTGRADUATE DEGREES
IELTS	Score of 7 for all components
TOELF (iBT)	Score of 87+ for all components
TOEFL (paper based)	Score of 527+ for all components
OET	Pass
Pearson (PTE)	Score of 56+ for all components
Cambridge English	Score of 176+ for all components

### 7.7.2 Academic Requirements

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

### 7.7.3 Additional Requirements

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

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

## 7.8 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	\$8400
International Student	\$15,000
E-Library Fee	\$1,500 (one off fee)
Application Fee	\$250

## 7.9 FEE-HELP Loans (Domestic Student)

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

**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







Southern Cross Education Institute  
**Higher Education**

**Contact us: 03 9602 4110**

Victoria St Campus  
530 Victoria St  
North Melbourne VIC 3051

41 Boundary Rd Campus  
41 Boundary Road  
North Melbourne VIC 3051

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

Adelaide Campus  
14-16 Grote Street  
Adelaide SA 5000