



Southern Cross Education Institute
Higher Education

530 Victoria Street, North Melbourne, VIC 3051
155-161 Boundary Road, North Melbourne, VIC 3051
41 Boundary Road, North Melbourne, VIC 3051
14-16 Grote Street, Adelaide, SA, 5000

Email: info@scei-he.edu.au
Web: www.scei-he.edu.au
Phone: +61 3 9602 4110

Student Handbook 2025





Letter to Students from the CEO

Welcome to Southern Cross Education Institute Higher Education (SCEI-HE).

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 Higher Education courses of study.

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 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.

We are excited to be partners with you in your personal and professional development. 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
Chief Executive Officer



Southern Cross Education Institute – Higher Education acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of this nation and the continuation of cultural, spiritual, and educational practices of Aboriginal and Torres Strait Islander peoples.

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Key Contacts

As of January 2025 (this may be subject to change)

Chief Executive Officer	Ms. S. Dobson
Operations Manager	Ms. N. Ho
Academic Director	Dr. L. Miceli
Course Coordinator GDECE and BECE	Mr. E. Yang
Course Coordinator BHCS	Staff TBC
ECE Work Placement Coordinator	Ms. E. Lu
Field Education Lead- Community and Social Work	Dr. D. Lukudu
ECE Work Placement Assessor	Mr. A. Arefin
Librarian	Ms. J. Nuttal
Student Counsellor	Ms. D. Goel
Administration Manager	Ms. J. Bui
Admin / Student Support Coordinator	Ms. H. Nguyen
Compliance and Quality Assurance Manager	Dr. M. Moharami
Quality Assurance Coordinator	Ms. H. Nguyen

About SCEI – Higher Education

Mission

To deliver education using innovative approaches in a supportive environment; 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 initiative, enterprise and achievements which contribute to Australian society.

Vision

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

Purpose

What motivates SCEI-HE's planning is the need to offer an empowering learning experience which will enrich every student and every community we touch. Through a strong and community-connected presence, informed teams and a willingness to continue to support low socioeconomic students, SCEI-HE's intention is to advance knowledge and learning that will progress the students we teach, the professions we teach, the industries the students directly affect, and the communities these industries and students directly affect.

Guiding Values and Principles

There are certain fundamental principles shared by the higher education sector to which SCEI-HE are committed including: a sound academic base for all disciplines; a methodology based on reason and evidence; academic freedom; the pursuit of knowledge and understanding; social responsibility; and most importantly today, transparency. In addition to these, the commitments under SCEI-HE's Strategy Plan are based on the following guiding principles.

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 there being any threat of condemnation or loss of their jobs or privileges.

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.

Communities

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.

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.

SCEI-HE aims to provide our community, including students, staff, and the local communities in which we operate, 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 our 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.



Campus Locations

Melbourne Campus 1

Head Office and Main Campus

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

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.



Melbourne Campus 2

Located: 41 Boundary Road, North Melbourne VIC 3051

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



Melbourne Campus 3

Located: 530-538 Victoria St, North Melbourne VIC 3051

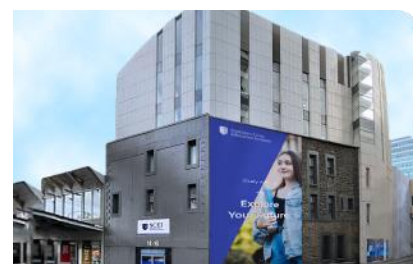
Melbourne's third campus is located at the intersection of King Street and Errol Street. It is remarkably close to Melbourne CBD, Queen Victoria Market, hospitals, and motorways. You can get here in ten minutes by car.



Adelaide Campus

Located: Level 2, 14-16 Grote Street, Adelaide, SA 5000

The Adelaide campus is conveniently located in the Adelaide CBD, just near Victoria Square.



Graduate Attributes

SCEI-HE's set of graduate attributes represent the broad skills, knowledge and readiness for employment that it expects students of our higher education programs to graduate with. They are not necessarily course specific, but reflect the kind of professional, ethical, and reflective individual that we hope will not only benefit the individual, but the community, industry and economy.

It is a list of qualities we want to see in our graduates as they practice their craft out in the greater national and global community; what we want our graduates to be like, as opposed to what they can do.

The SCEI-HE experience will enable graduates to become:

- Flexible and independent learners with a commitment to lifelong learning
- Academically knowledgeable at a level appropriate to the program
- 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

Course Outcomes

Course outcomes represent the skills and knowledge specific to the course of study the student is enrolled in. These are identified in the Course Guide specific to the higher education qualification.



Student Charter

Student Rights

As a student of SCEI-HE it is expected that you will:

- Be treated with respect and fairness
- Assured of privacy and confidentiality of all personal and academic information
- Have any complaints and appeals dealt with fairly, confidentially and in accordance with policies and procedures
- Provided with a safe learning environment, free of discrimination, harassment and bullying
- Access to learning resources, materials, and facilities to encourage engagement and enhance learning
- Be provided with feedback on all academic work submitted.
- Be provided with accurate and timely information about courses of study
- Be provided with information about student support services
- Have opportunities to be a part of the Student Representative Committee and provide feedback on student and learning experience
- Have access to guidance and support from staff on any administrative or academic matters
- Have access to channels for complaints and grievances resolution.

Student Responsibilities

As a student of SCEI-HE it is expected that you will:

- Engage in learning, fulfill attendance and assessment requirements, and meet or exceed course progress expectations
- Have read, understood, and abide by the rules, policies, and procedures of SCEI-HE
- Treat everyone with respect, dignity, and courtesy
- Not engage in any unlawful behavior
- Not misuse or damage the Institute's property or the property of other students and staff
- Not endanger the health and safety of self and/or others. Respect the rights of others to study and work in an environment free of discrimination, harassment and bullying
- Display professional conduct during any industry placement, field trips or excursions
- Allow others to have a voice during discussion and respect their opinions and beliefs
- Abide by the rules governing plagiarism, cheating and collusion use copyright material appropriately



Admission

Admission Requirements

School leavers

To qualify for admission to an undergraduate degree the applicant must fulfil the following requirements:

- Australian citizen or Australian permanent resident.
- Have completed the Victorian Certificate of Education (VCE) or an equivalent qualification e.g., International Baccalaureate (IB)
- Achieve the required marks in each of the prerequisite subjects (see relevant Course Guide for details)
- Meet the English language requirements (see relevant Course Guide for details).

Non-Year 12 applicants

To qualify for admission to an undergraduate degree, the applicant must fulfil the following requirements:

- Australian citizen or Australian permanent resident.
- Be aged 21 years or over by the commencement date of the course relevant work experience
- Have completed an accredited Diploma level or higher qualification; and
- Meet the English language requirements (see Course Guide for details).

Admission requirements specific to the course of study, please refer to the Course Guide or the website at www.scei-he.edu.au/

English Proficiency

All courses at SCEI-HE are delivered in the English language. It is essential that a student has language, literacy, and numeracy (LLN) skills sufficient to successfully undertake studies at the higher education level.

Non-Year 12 applicants

Non-school leaver applicants must demonstrate their capacity to successfully participate in tertiary study by achieving satisfactory results in the Special Tertiary Admissions Test (STAT) - both Written English and Multiple-Choice sections.

Admission Criteria for Post Graduate Courses

Entry to a postgraduate course is based on a demonstrated capacity to undertake postgraduate studies in the proposed field. The admission criteria are course-specific and may include formal qualifications at the AQF Level 7 or above, a combination of formal qualifications and relevant professional experience, or extensive high-level relevant professional experience. All applications for postgraduate courses will be assessed on an individual basis.

Minimum age requirements

Applicants must be over 18 years of age or over in the year of entry to the course.

Applicants under 18 years of age will not be accepted onto the course.

How To Apply

To apply for admission into an undergraduate degree, you are required to:

- Read the list of courses on offer.
- Select the course you wish to enrol in.
- Ensure you meet the entry requirements for the course.
- Complete the enquiry form available at crm.scei.edu.au/student_lead/enquiryform.php. A link for the application will be sent to you automatically to fill out and you will be asked to upload the supporting documentations (some may require to be certified).

What happens next?

- The Admissions Officer and the Course Selection Committee will review the application.
- Successful applicants will be notified of their acceptance through a full or conditional Letter of Offer.
- Non-successful applicants will be notified by email including the reasons for non-acceptance.
- Non-successful applicants may appeal the decision. Refer to the HEPP03 Student Complaint and Grievance Policy and Procedure.

To accept an offer

To accept the offer, the applicant is required to:

- Complete and sign the Offer Acceptance page and submit to Enrollment Department via:
- **POST or IN-PERSON: 155-161 Boundary Road, North Melbourne 3051**
- **EMAIL: enroll@scei-he.edu.au**
- Provide payment of the tuition fees by one of the methods stated in the Letter of Offer.
- Upon receipt of the Offer Acceptance and Payment, the applicant will receive a Confirmation or a Verification of Enrolment letter.

To defer an offer

An applicant may defer their offer of admission for a period of up to one academic year. A deferral is only available to applicants who have not commenced the course.

Before deferring an offer of admission, applicants should understand that courses are under continual review and the course applied for may be revised or discontinued during the period of deferment. In this situation, SCEI-HE will contact the applicant and discuss alternative options e.g., The offer of placement in another course.

To defer an intake offer

- The applicant must complete the HEFOR15 Deferment of Course Commencement Form available at www.scei-he.edu.au/ and email to enroll@scei-he.edu.au
- The Course Selection Committee will consider the request and email confirmation of the outcome within ten working days of receiving it.

To decline an offer

To decline the offer, the applicant is required to:

- Complete the decline offer section of the Offer Acceptance page of the Letter of Offer and submit to Enrollment Department via:
 - **POST or IN-PERSON: 155-161 Boundary Road, North Melbourne 3051**
 - **EMAIL: enroll@scei.edu.au**

For more information relating to the Admissions procedure, please refer to the HEPP37 Admissions Policy and Procedure.

Advanced Standing or Credit

Advanced standing is the granting of credit towards the completion of an undergraduate degree based on previous studies or experience that has been judged to be equivalent to the subjects in the undergraduate degree for which the applicant is applying.

To apply for advanced standing or credit the applicant should complete an HEFOR01 Advanced Standing / Recognition of Prior Learning / Credit Transfer Application Form. The completed form and any supporting evidence (must be certified) should be forwarded to the Student Administration for processing.

Advanced Standing Limit

When setting advanced standing recognition 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 consider the relevant requirements and processes as outlined above as well as the AQF guidelines.

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.

For more information relating, please refer to the HEPP67 Subject Credit Policy and Procedure at www.scei-he.edu.au/



Orientation

Prior to commencing their studies, students are required to attend an orientation day. This day is arranged through Student Administration and provides students with vital information about their course and studying at SCEI-HE. Students will receive email correspondence regarding orientation following the confirmation of enrolment.

Graduation

To graduate, students must fulfil all subject requirements by the end of semester two in the year prior to their intended graduation.

An HEFOR09 Intention to Graduate form must be submitted to Student Administration by the end of Semester two in the year prior to graduation. The form is available at www.scei-he.edu.au/ or from Student Administration.



Fees and Charges

All students are expected to pay for their course tuition fees upon enrolment and prior to commencement of each semester. Please go to <https://scei-he.edu.au/fees/> for a schedule of course fees. General additional charges are as per the table below.

CHARGES (as of January 2025)	
Charge Type	Cost
Issue of Transcript (other than original)	\$100
Issue of Testamur (other than original)	\$100
Re-issue of Testamur	\$200
Re-issue of Academic Transcript	\$100
Re-issue Letter of Course Completion	\$100
Re-issue Letter of Placement Completion	\$100
Issue of Statement of Results	\$100
Grade Review Fee	\$200
Re-taking Assessments: Additional Placement	\$250/week
Re-taking Assessments: Re-attending full Placement	\$250/week
Late Payment of Fees	\$200
Other letters (confirmation of Holiday/Studies, 50% Course Progress, etc.)	\$50/letter
Transfer of subject	\$200
Change of Course	\$300
Letter of Course Completion	\$50
Re-issue Student ID Card	\$30
Reinstatement of Enrolment	\$300
Extension of Course	\$300
Deferment Administration Fee	\$300
Withdrawal Administration Fee	\$300
Course Extension Fee	\$300
Units Outline/Course Syllabus	\$300



Payment of Fees

Students may pay fees and other enrolment-related charges by:

- Cash
- Money Order
- Credit Card (in person or via mail or phone)
- EFTPOS

Students may pay their fees in full prior to the commencement of the course or by entering an arrangement with SCEI-HE for a payment plan.

Students who do not pay fees as required may have their enrolment suspended until all fees owing are paid.

Students on an approved payment plan must meet all agreed payment deadlines. Missed payments will result in a late payment penalty fee and may result in suspension of enrolment.

Further information on fees, refer to the Fees and Charges Policy at accounts@scei-he.edu.au

Payment Plan

A Payment Plan is available to students as an alternative option for paying their tuition fees. A Payment Plan

- Is arranged on an annual basis only
- Cannot be applied retrospectively
- Is only available to full-fee-paying students
- Individualised to the student

To apply for a payment plan

You must provide a personal statement describing your financial difficulties and why you are unable to pay your fees in full, together with supporting evidence and submit to the Accounts Department at accounts@scei-he.edu.au

Applications must be submitted no later than the fee payment due date as per the student invoice. Applications received after the fee payment due date will not be considered.

Applications are reviewed individually, and applicants will be notified of the outcome within five working days. The application form can be accessed from www.scei-he.edu.au/ or Student Administration.

Refund Policy

The refund policy and procedure inform applicants and students of eligibility requirements for a refund of fees.

Partial or full refunds will be given where a student has paid tuition fees and then withdraws from the course prior to the course commencement date. If a course or subject is cancelled by SCEI-HE, a full refund of tuition fees paid will apply.

To apply for a refund, students must complete the HEFOR06 Application for Refund with accompanying documentation and submit it to Student Administration. Each application will be considered on its merits in conjunction with the supporting documentation provided. Supporting documentation should provide enough detail for an informed decision to be made regarding the case for a refund. For the purposes of determining whether a refund is approved, the date of withdrawal from a course is the date on which SCEI-HE receives written notification of withdrawal by the student.

A student requesting a review of a decision about a refund may lodge a formal appeal in writing within 20 days of the notification of an unsuccessful refund application to the Manager, Student Administration.

For further information refer to HEPP25 Refund Policy and Procedure at www.scei-he.edu.au/

Tuition Assurance

Under the provisions of the Higher Education Support Act 2003 (HESA) and the associated Higher Education Provider Guidelines, SCEI-HE is required to provide a tuition assurance arrangement for domestic students who are currently enrolled in an approved Higher Education course of study.

This requirement is to protect a student in the event that SCEI-HE ceases to provide a Higher Education course of study in which the student is enrolled.

In the event that SCEI-HE ceases to provide a Higher Education course of study in which a student is enrolled, the student is entitled to a choice of:

- An offer of a place in a similar course of study with a Second Provider without any requirement to pay the Second Provider any Higher Education tuition fee for any replacement unit of study (this is known as the "Course Assurance Option");

OR

- A refund of any up-front payments for any unit of study that the student commences but do not complete because SCEI-HE ceased to provide the Higher Education course of study of which the unit of study forms part (this is known as the "Student Contribution/Tuition Fee Repayment Option").

Studying at SCEI-HE

ELearning Platform

When a student commences their course of study, they will receive a web-site address and password to log into Moodle, SCEI-HE's online learning platform. Here students will be able to access their course material and assessment details, assessment submissions, contribute to group forums and contact the Course Coordinator or Subject Lecturer.

Assessment

Assessment is the process of collecting evidence and making judgments on the extent to which students have achieved the intended learning outcomes of a course. SCEI-HE uses several types of assessment. For each subject within each course, the final grade for a student is determined from the student's performance in all of the assessment tasks for the subject.

Assessment at SCEI-HE is undertaken to provide:

- Feedback to students on the effectiveness of their learning
- Evidence for industry bodies and employers that students have attained a defined level of understanding of the subject content
- An indicator for the lecturer, Course Coordinator and Academic Director of the effectiveness of teaching delivery
- An indicator of any need for intervention and/or support
- Benchmarks for the Academic and Corporate Boards on the effectiveness of teaching and learning in SCEI-HE's programs

The assessment processes for each subject will be provided in the subject outline. Every subject will be assessed using at least two different assessment methods, one of which may be an invigilated component e.g. examination.

Assessment methods and the criteria by which assessments are judged will be explicit, appropriately defined, fair and based on academic achievement. Assessment tasks may include (not an inclusive list):

- Annotated Bibliography
- Interview
- Project
- Case Studies
- Journal
- Reflective Journal
- Community Projects
- Literature Review
- Research Proposal
- Concept or Mind Maps
- Observation
- Role Play
- Critical Writing
- Online Quizzes
- Simulation
- Data Analyses
- Oral Presentation
- Skills Assessment
- Debates
- Peer Assessment
- Test
- Essay
- Portfolio
- Video
- Examination
- Poster Presentation
- Work Integrated Placement
- Forum
- Professional Practice
- Written Report



Submission of Assessment Tasks

Written assessment tasks should be submitted electronically and, where stipulated, through Moodle. Where hard copies of assessments are endorsed in the subject outline, a secure collection centre must be stipulated in the subject outline. All hardcopy assessments are required to have a stamped, signed acknowledgement of receipt. Students are to keep a copy of all work submitted until the final course grades are recorded and released.

Late assignment penalty is 5% of the total mark applicable for the assessment task, for each day or part day that the item is late (a "day" for this purpose is defined as any day on which SCEI-HE campus student administration is open).

Assessment Extension

If a student is unable to complete their assessment by the due date because of extenuating circumstances, they are eligible to apply for an extension. Requests for extension must be submitted in advance of the due date, by completing the HEFOR07 Request for Extension of Assessment due date form and applying directly to their lecturer. Supporting evidence in the form of a Statutory Declaration, together with medical certificate or other substantiating documentation, must accompany this application form. Any supporting evidence must provide detailed reasons as to why the student is unable to meet the assessment requirements by the due date.

The maximum length of extension for any written assessment item will be two (2) weeks from the due date. If for any reason, the student is still unable to meet the extended due date, they must apply for further consideration under the Special Consideration Policy.

Approval for extension may be granted on the following grounds:

- Serious personal or emotional trauma (such as a death in the immediate family)
- Serious student illness which would prevent attendance on campus
- Serious illness of a close family member such as a partner or child

The following are not considered grounds for extension and applications for extension under any of these circumstances will not be accepted:

- Work commitments
- Holiday arrangements (including overseas travel and school holidays)
- Social and leisure events or personal commitments (including weddings)
- Misreading the assessment timetable
- Forgetfulness

Examinations

Examinations play an integral part in assessing the skills and knowledge attained by students as a result of studying a particular subject. Examination dates and times are advertised on campus, on the website and on Moodle. It

is the responsibility of the student to be aware of the dates and times of examinations. Instructions for examinations are provided by the subject lecturer during tutorials.

Attendance at examinations is compulsory. All students are expected to be available to attend campus for the entire examination period. A student who fails to attend an examination with no satisfactory explanation receives zero mark for the examination unless he or she has applied for and been granted a deferred examination.

Deferred Examination

If due to extenuating and unforeseen circumstances a written notice must be sent to the Course Coordinator with accompanying supporting evidence within three (3) working days of the exam date.

Supporting evidence in the form of a Statutory Declaration, together with medical certificate or other substantiating documentation, must accompany the application form. Any supporting evidence must provide detailed reasons as to why the student is unable to attend the scheduled examination date.

The deferred examination must be completed on the date and time provided on approval of the application for deferred examination. These dates and times are not negotiable.

Current Grading Scheme of Southern Cross Education Institute Higher Education

Grading System Grade	Definition
High Distinction (outstanding performance) Code: HD Mark range: 80% - 100%	<ul style="list-style-type: none"> Complete and comprehensive understanding of the subject content Development of relevant skills to an outstanding level Demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative Excellent achievement of all major and minor objectives of the subject
Distinction (very high level of performance) Code: D Mark range: 70% - 79%	<ul style="list-style-type: none"> Very high-level understanding of the subject content Development of relevant skills to a very high level Demonstration of a very high level of interpretive and analytical ability and intellectual initiative Comprehensive achievement of all major and minor objectives of the subject
Credit (high level of performance) Code: C Mark range: 60% - 69%	<ul style="list-style-type: none"> High level understanding of the subject content Development of relevant skills to a high level Demonstration of a high level of interpretive and analytical ability and intellectual initiative High level achievement of all major objectives of the subject, with some minor objectives not
Pass (competent level of performance) Code: P Mark range: 50% - 59%	<ul style="list-style-type: none"> Adequate understanding of most of the basic subject content Development of relevant skills to a satisfactory level Adequate interpretive and analytical ability Adequate achievement of all major objectives of the subject, with some minor objectives not
Fail (unsatisfactory performance) Code: N Mark range: 0% - 49%	<ul style="list-style-type: none"> Inadequate understanding of the basic subject content Failure to develop relevant skills to a satisfactory level Insufficient evidence of interpretive and analytical ability Failure to achieve some or all major and minor objectives of the subject
Fail - No Assessment Submitted Code: NS Mark range: 0	<ul style="list-style-type: none"> Did not present any work for assessment, to be considered as a fail
Advanced Standing Code: AS Mark range: Not Applicable	<ul style="list-style-type: none"> Credit has been granted for the subject of study following an application for Advanced Standing
Result Withheld Code: RW Mark range: Not Applicable	<ul style="list-style-type: none"> Final grade is yet to be awarded for the subject, as the student has been given an additional or alternate opportunity to pass the assessment
Withdraw with Academic Penalty Code: WWP Mark range: Not Applicable	<ul style="list-style-type: none"> Student who has withdrawn from a course after the last day to withdraw without academic penalty
Withdraw without Academic Penalty Code: WOP Mark range: Not Applicable	<ul style="list-style-type: none"> Student who has withdrawn from a course after the Census Date but before the date to withdraw without academic penalty
Withdraw Code: W Mark range: Not Applicable	<ul style="list-style-type: none"> Student has withdrawn from a course before the Census Date
Professional Practice / Fieldwork / Work Placement	<ul style="list-style-type: none"> Graduates of the Bachelor of Human and Community Services have completed a minimum of 400 hours of fieldwork / industry placements over two separate supervised placements. Completion of both placements meets the requirements of the Community Work Australia (CWA) - Formerly Australian Community Workers Association (ACWA). Graduates of the Bachelor of Early Childhood Education have completed a minimum of 85 days of supervised teaching experience and graduates of the Graduate Diploma of Early Childhood Education have completed a minimum of 60 days of supervised placement across the duration of their course. Please refer to the course handbooks for further information

Copyright

Students may only copy material in accordance with the Australian Copyright Act 1968. For study and research purposes, students are permitted to copy:

- One chapter or 10% of a book; or
- One chapter, or 10% of the number of words of text materials in electronic form; or
- One article per issue of a journal, magazine, or newspaper or more than one article if each article relates to the same subject matter.

Internet material, artists, dramatic, film, and musical works are also covered by copyright legislation. Students should reference the copyright works used to avoid plagiarism, which is considered an academic misconduct.

Students must comply with licenses for the use of intellectual property, including software. All software loaded on SCEI-HE computers or provided by the SCEI-HE is licensed and there is no permission to copy software unless permitted by license.

Academic Integrity

SCEI-HE requires its students to observe the highest ethical standards in every aspect of their academic work. SCEI-HE actively demonstrates its commitment to academic integrity by recognising scholarly work and penalising all forms of academic dishonesty.

SCEI-HE's students are responsible for:

- Having a clear understanding of academic integrity and what constitutes academic dishonesty.
- Fully integrating this understanding into any work submitted for assessment, including:
- Ensuring that their work is in no way falsified or plagiarised
- Acknowledging appropriately the work of others by using approved referencing conventions as per the requirements of each assessment e.g., APA
- Taking reasonable steps to prevent other students from copying or plagiarising their work, including:
- Not leaving their work unattended and accessible to other
- Log off computers and remove USB Flash Drive from computer ports when finished
- If working on computers and stepping away temporarily, ensure the computer is locked and hard-copy work is not accessible by others
- Recording all bibliographic information for referencing when using other resources.

Plagiarism

Plagiarism is the act of copying and using another person's expressions or ideas, without acknowledging them.

Unintentional plagiarism arises due to student confusion over how and where to reference, poor information literacy skills and confusion over the difference between copyright and common information. Intentional plagiarism involves the deliberate act of presenting someone else's work or ideas as if it were their own.

Students are required to:

- Be aware of their responsibilities regarding plagiarism.
- Reference all assessments for submission appropriately.
- Seek advice and support from academic staff and learning skills support staff.

Academic Referencing

Referencing is a standardised method of formatting the information sources you have used in your assignments or written work. Any given referencing style serves two purposes:

- Acknowledges the source
- Allows the reader to trace the source

SCEI-HE follows the APA (American Psychological Association) referencing convention to all print, electronic and multimedia sources. The APA style of referencing consists of:

- Intext citations in the body of the paper following APA referencing convention include author surname, year of publication, and include a page number and quotation marks if using direct quotes; and
- A reference list at the end of the paper giving full bibliographic details of all in-text citations.

For further information refer to the Publication Manual of the American Psychological Association, Seventh Edition, accessed at [Publication Manual of the American Psychological Association, Seventh Edition \(2020\) \(apa.org\)](https://www.apa.org/pubs/authors)



Student Support Services

SCEI-HE is committed to providing students with appropriate academic and welfare support services, information, advice and assistance to help them attain academic success and improve their personal well-being whilst undertaking a course at SCEI-HE.

Academic Support

The Academic Director, Academic Support Coordinator, Course Coordinators and Student Administration Manager are available to assist students with information and advice in regard to enrolment issues, academic progress or educational outcomes and pathways. Students seeking academic study skills support should contact the Academic Support Coordinator to discuss their requirements. Where staff are unable or not appropriate to provide help, the student will be referred to a relevant person or support service.

English Language Development

Available to students from non-English speaking backgrounds to improve their conversational and academic English language proficiency. Students can book into these workshops through the Academic Support Coordinator or teachers may refer a student to attend English Language Development sessions where it is impacting on their academic progress. All sessions are delivered onsite in face-to-face mode.

Academic Learning Support

Individual sessions and group workshops are available to students to assist in improving their academic learning skills. This includes:

- Academic Writing (essays, reports).
- APA Referencing.
- Study Skills (time management, prioritisation).
- Avoiding plagiarism (quoting, paraphrasing, intext

referencing and referencing lists).

- Research skills (how to search efficiently and effectively using online library)
- Oral presentations
- Reflective writing and journaling
- Critical thinking and inquiry

Students can book into these sessions or request an individual support session through the Academic Support Coordinator. All sessions are delivered onsite in face-to-face mode.

Counselling Services

A Student Counsellor is available to discuss personal, physical, mental health, or emotional issues that may arise for students during their studies. We provide the student with the support necessary or refer to an external service appropriate to their needs. Any costs associated with the use of external professional external will be borne by the student.

Legal Advice

Students should initially contact the Student Counsellor or Student Administration for any support on legal matters. The Student Counsellor or the Student Administration will refer students to further sources of legal aid if required.

Support for Students with Disabilities

Students should advise SCEI-HE in advance and provide documentation of any disabilities that may affect the student's progress prior to commencement of the course. Where staff are aware of a disability affecting a student, reasonable adjustments can be made to teaching arrangements, assessment and/or materials and access to assist these students with their learning.



Facilities and Services

Student Breakout Area

Campus have student break out areas. This is an area for students to socialise with other students, relax, study, eat, meet friends, and learn together.

Kitchenette

Campuses have kitchenettes for students to use for the preparation of beverages and/or meals. The kitchenette has a fridge for food storage and microwaves for heating meals.

Reception

Located on the ground floor of the campus is Student Administration and Reception. During campus opening hours students can approach Reception with questions they may have about their studies regarding:

- Enrolments
- Timetables
- Forms and procedures
- Printing and photocopying
- Other general enquiries

Wireless Connectivity

SCEI-HE provides free wireless access within the campus. Students can connect their personal digital devices (laptops, mobiles, and other devices) to the Internet via the Institute wireless network. Information on this simple connection process is provided during orientation.



Student Email

All students of SCEI-HE will be issued with an email account and the username and password to access it. Students can access their account on campus or on any external device with internet access.

Online Library Services

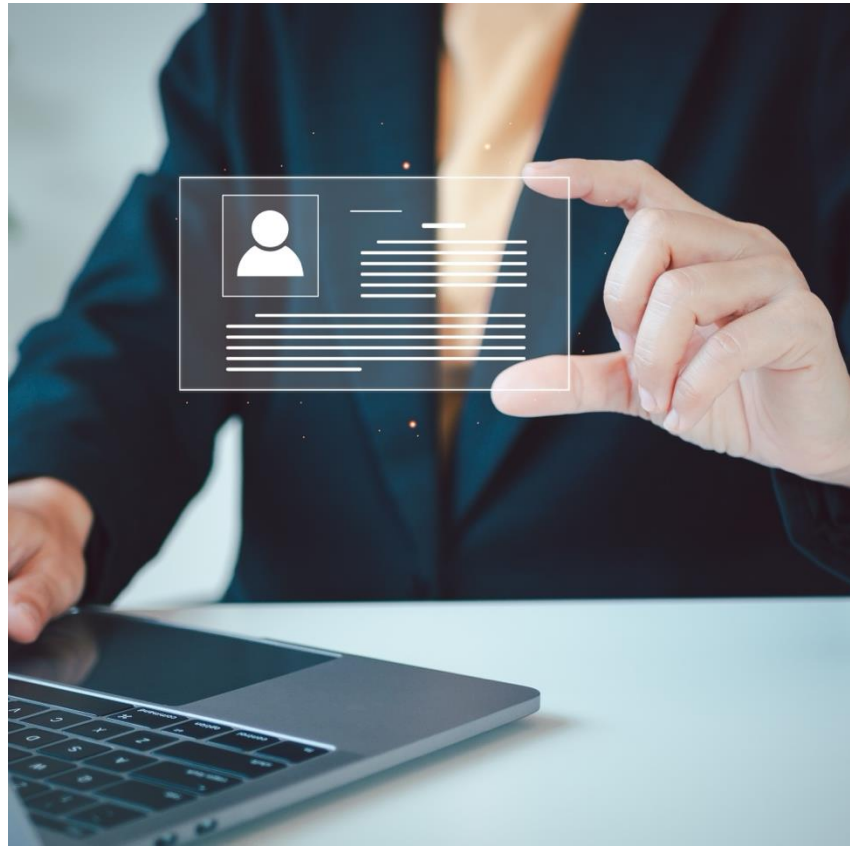
Students have 24/7 access available to the online library databases. The databases are collections of e-journals (including full-text articles), e-books, newspapers, videos, images, and other material subscribed by SCEI-HE.

Student Identification Cards

During orientation, students will be issued with a Student Identification Card, free of charge. The student must provide valid photo ID to reception staff to have their Student ID card printed. A photograph is taken on the spot, the card is generated and ready to be collected at the end of orientation.

Student ID cards provide proof of enrolment and are used as identification for admission to examinations, transport concessions, purchasing textbooks and other learning resources e.g. uniforms. Student ID cards must be produced on request and remain the property of SCEI-HE.

If the student misplaces or loses their Student ID card, there is a fee to replace it.



Health and Safety

SCEI-HE embraces an inclusive and safe environment for all staff and students. SCEI-HE recognises that every individual is unique and has the fundamental rights to be valued, treated with respect and to reach their full potential in a learning environment that consistently delivers a high-quality education to support outcomes for all.

SCEI-HE distinguishes its identity by creating a welcoming community for all its students and staff that:

- Values and celebrates the cultural and social diversity of its community.
- Demonstrates ongoing commitment to access and equity.
- Encourages understanding, acceptance, tolerance, cooperation, and compromise.
- Demonstrates fair and ethical conduct toward all students, staff, and visitors.
- Ensure all reasonable care is taken to safeguard the health and safety of all students, staff, and visitors.
- Always reflects the core vision and mission to provide an enriching learning and working experience.
- Recognises the importance of cross-cultural proficiency and understanding.
- Raise awareness of personal safety risks and issues and what to do in the event of a personal crisis.
- Aims to provide a learning and working environment that is reflective of Australia's diverse society.

Health and Safety Procedures

SCEI-HE health and safety management system has been developed in line with legislative requirements and consultation processes. The policies and procedures that form part of this system provide general and, in some cases, specific guidelines to assist all stakeholders to meet their workplace health and safety obligations under the Victorian Health and Safety legislation.

In accordance with health and safety legislation, all staff, contractors and students have health and safety responsibilities. Each student must take reasonable care of their own health and safety and the health and safety of others by following the information provided in the HEPP26 Occupational Health and Safety Policy.

SCEI-HE has monitored video security cameras throughout the campus. The video footage can be accessed upon request to the IT Manager in the event of theft, damage, destruction, unacceptable behaviour or emergencies.

Where incidents are reportable to law enforcement, a copy of video footage of the relevant incident will be provided to the relevant law enforcement agencies e.g., Police.

Alcohol, Drugs and Smoking

In recognition that the consumption of alcohol, drugs or other substance abuse by staff or students may impair their ability to perform tasks, learn and interact with others in a safe manner; SCEI-HE has a zero-tolerance approach towards attending the campus whilst under the influence of such substances.

No student is to attend the campus whilst under the influence of alcohol or other drugs. All students are strictly prohibited from any involvement in professional practice when under the influence of alcohol or other drugs.

SCEI-HE has a legal obligation to maintain a smoke-free environment. Students are not permitted to smoke in buildings, lifts and stairwells, or within four metres of entrance to the campus.

For further information refer to HEPP07 Student Code of Conduct.

What to do in an Emergency?

In the event of an emergency, students should follow the directions of SCEI-HE staff.

On hearing the alert tone or an instruction from the Chief or Area Warden, all persons must:

1. Immediately cease all activity, collect personal valuables, and proceed to the nearest emergency exit.
2. Remain calm.
3. Exit the building in an orderly manner, via the nearest exit door.
4. Assist others to evacuate.
5. Do not use the lifts (elevators).
6. Move to the designated assembly area unless otherwise instructed.
7. Remain at the assembly area until instructed to leave by an Area Warden or Emergency Services Personnel.
8. Do not re-enter the building until informed that it is safe to do so by the Chief Warden or Emergency Services Personnel.

First Aid

First aid officers are located on campus. If a student needs first aid, they should advise a member of staff who will contact a First Aid Officer to assist.

Emergency (Fire Police Ambulance) - Telephone 000 (zero, zero, zero)

Other Emergency Contact Numbers are available at

[What to do in an emergency | Health, safety, and wellbeing | Living here | Study Melbourne](#)



Policies

Please go to the [policy web page](#) for institute policies and forms.



Appropriate use of IT and Electronic Equipment

SCEI-HE recognises that computing and electronic resources are a valuable source of learning and information relevant to programs of study. These resources include video conferencing, Internet, and Intranet services provided by SCEI-HE such as email, email lists, web browsing, website publication, chat, and newsgroups (forums). You are encouraged to make use of these resources for purposes relating to study being undertaken through SCEI-HE. However, SCEI-HE computing and electronic resources are not to be used for purposes other than course requirements.

SCEI-HE reserves the right to:

- Moderate access to Internet and Intranet services, including filtering of websites, and blocking selected non-educational and training websites, to improve the speed and quality of education delivery.
- Monitor and record all usage of its computer networks, including its Internet and Intranet services.
- Access a student email account where it is considered that there may have been misuse of the email system.

Any misuse of computing or electronic resources is considered to be an act of behavioural misconduct and will be addressed as such. This may mean the withdrawal of access to the resources, suspension, or expulsion. Any unlawful use may lead to legal action being taken.

For further information refer to HEPP50 ICT Management Policy and Procedure.

Student Academic Misconduct

SCEI-HE is committed to outstanding teaching and learning experiences for its staff and students. It seeks to foster an academic environment that promotes the most rigorous standards of independent scholarship, critical inquiry, and academic integrity. All staff and students at the Institute are held to the highest standards of academic ethics and integrity in their work. For students, penalties for academic misconduct vary according to the severity of the case, and may include the requirement to do further work; deduction of marks; an award of zero marks for the assessment; failure of a unit or course; suspension from a course; exclusion from SCEI-HE; non-conferral of a degree, diploma, or other award to which the student would otherwise have been entitled.

Academic misconduct at SCEI-HE is defined for students on three levels.

1. Minor Academic Misconduct
2. Moderate Academic Misconduct
3. Major Academic Misconduct

Plagiarism

The following scale has been adopted across the Institute for the purposes of preliminary classification in cases of plagiarism:

- Less than 10% - Minor.
- 10-25% - Moderate.
- More than 25% - Major.

This refers to the substantive content of the work (i.e., word length excluding properly referenced quotes, and footnotes/endnotes except where plagiarism is contained in the latter). The extent of plagiarism will be calculated to include both unattributed word for word copying; work in which minor amendments have been made to unattributed source material (through substitution, transposition, or exclusion of words); and the close paraphrase of the words and/or specific ideas of another person.

For further information refer to the HEPP02 Academic Misconduct Policy and Procedure.

Student Progress and Exclusion Policy and Procedure

SCEI-HE monitors the progress of each student and take appropriate steps to maximise the opportunity for each student to graduate. Students must meet the requirements of a course within a prescribed number of years from the date of first enrolment. The rationale for placing a timeframe for course completion is to ensure that the qualification awarded reflects the currency of knowledge and skills.

Students who fail to complete course requirements within the specified timeframe (including any extension of time granted) will have their enrolment terminated and be provided with a statement noting that the maximum period of candidature has been exceeded. Students are required to attain minimum academic standards.

Students do not meet minimum academic standards in a course if they:

- Fail a particular unit of study more than once; or
 - Fail 50% or more of the units of study attempted in a semester.
- Students who do not meet the minimum academic standards will be deemed to be "at risk" and provided with additional support by the Academic Support Coordinator.

For further information refer to the HEPP29 Student Monitoring Progress and Exclusion Policy and Procedure.

Complaints and Grievance

SCEI-HE is committed to providing effective, timely, fair and confidential complaint and grievance handling processes for all students.

Where possible, all informal attempts should be made to resolve the complaint or grievance in the first instance. This may include advice, discussions, and general mediation in relation to the adverse event and the nature of the complaint or grievance.

A student may escalate a complaint or grievance to a formal process at any stage. General principles that apply to all stages of this policy and procedure will be adhered to by SCEI-HE are as follows.

Formal Complaint or Grievance

1. Formal complaints or grievances should be submitted in writing to the Student Administration. The notification of the complaint must provide a description of the complaint or grievance in detail including relevant information such as names, dates, venues, course details, and any supporting documentation, e.g., emails.
2. The complainant must also indicate what actions they have already taken to resolve the complaint or grievance and indicate the outcome they are seeking.
3. If a formal complaint lacks sufficient information, it may not be possible for the Institute to investigate.
4. Upon receipt of the formal complaint or grievance the Student Administration will appoint a delegated officer
5. The delegated officer will investigate the complaint or grievance by:
 - a. Validating the complaint
 - b. Verify the facts of the complaint
 - c. Obtain all the evidence related the nature of the complaint, including policies and procedures
 - d. Conducts discussions and interviews with the relevant parties e.g., complainant and respondent.
6. Following the investigation phase, the delegated officer will:
 - a. Analyse all the evidence gathered
 - b. Formulate the findings
 - c. Determine the outcome and any recommendations, these may include:
 - i. Counselling
 - ii. Mediation
 - iii. Formal apology
 - iv. Disciplinary action e.g., warning
7. Review of the Institute's policies and procedures
8. The delegated officer will prepare a response to the investigation and outcome of the complaint for the Institute's records and provide it to the Manager and Academic Board.
9. The complainant will be notified in writing of the outcome of the complaint or grievance investigation, including detailed reasons for the outcome, within ten working days of the formal complaint or grievance being received.
10. The complainant will be advised of their right to access the appeals process if they are not satisfied with the outcome within ten working days of the investigation concluding.

Appeals

All students have the right to appeal for a reversal, change or reconsideration of the decision where they are not satisfied with the decision.

Appeals must be submitted within the timelines set out in this policy and procedure.

Upon receipt of an appeal, the Manager will arrange the appropriate SCEI-HE staff to:

- Register the appeal in the appeals register
- Acknowledge receipt of the appeal in writing to the appellant within two working days of the appeal being received
- Refer the appeal to an independent review
- The reviewer will conduct all necessary consultations with the appellant and other relevant parties.
- The appellant will be advised in writing of the outcome, including detailed reasons within ten working days.
- If the appeals process results in a decision or recommendation in favour of the appellant, SCEI (Higher Education) will, within 24 hours, implement the decision or recommendation and/or take preventative or corrective action required by the decision or recommendation and advise the appellant of that action.
- The student has a right to access the external appeals processes at minimal or no cost. Such external bodies include:
 - Commonwealth Ombudsman - [International student complaints | Commonwealth Ombudsman](#) (updated 14.01.2025)
 - Victorian Equal Opportunity and Human Rights Commission - [Victorian Equal Opportunity and Human Rights Commission | Victorian Equal Opportunity and Human Rights Commission](#) (updated 14.01.2025)

Privacy

SCEI-HE recognises the right to privacy of student and is committed to complying with the Australian Privacy Principles as defined in the Commonwealth of Australia Privacy Act 1988. In complying with the Commonwealth Privacy Act 1988 SCEI- HE shall meet the minimum standards for the collection, use and disclosure of personal information. It should be noted that academic records of students are the property of SCEI-HE.

The Privacy Amendment (Private Sector) Act 2000 prevents SCEI-HE from providing any student details to any person other than the student. All matters in relation to enrolment, results, fees, or any other issue can only be discussed with the student.

All information collected by SCEI-HE is for the purpose of providing a high-quality education and service for all students. Only personal information necessary to provide education and services is collected. For more information, please refer to the HEPP34 Privacy Policy.

Access to Personal Records

Under the Commonwealth Privacy Act 1988 a student has the right to access their personal information unless prohibited by law. If requested, SCEI-HE will provide students with access to, and correction of their personal information held by SCEI- HE at no charge. There are certain circumstances where SCEI-HE is not required to provide access. These circumstances can include:

- Where providing access would have an unreasonable impact upon the privacy of other individuals
- Access for frivolous or vexatious use
- Where providing access would reveal the intentions of
- SCEI-HE in relation to negotiations with the individual in such a way as to prejudice those negotiations
- Where providing access would be unlawful.

For further information refer to the HEPP33 Records Management Policy and Procedure.

Discrimination

Discrimination occurs when a person is treated less favourably than another person because of perceived attributes such as age, gender, sexuality, race, ethnicity, cultural background, disability status, or socioeconomic status. Discrimination whether direct or indirect is unlawful under the Equal Opportunity Act 2010 (Vic). Acts of discrimination will be considered as acts of behavioural misconduct and will result in disciplinary action and may be reported to the appropriate authorities.

Bullying and Harassment

Harassment is any behaviour that offends, humiliates, or intimidates any other person on any grounds where the behaviour is not welcome. Harassment may be sexual or non- sexual. Harassment due to race, sex, pregnancy, religion, marital status, sexual preference, disability, transgender status, or age is against the law. Harassment can take many forms:

- Material that is racist, sexist, ageist, sexually explicit, anti-gay, anti-transgender that is displayed publicly, circulated, or put on someone's desk or belongings, on a computer (including e-mail) or on the internet including social media platforms
- Verbal abuse or comments that put down or stereotype people, or an individual particularly, because of their sex, pregnancy, race, same-gender relationships, disability, transgender (transsexual), age or marital status, or physical characteristics such as height and weight
- Jokes based on gender, race, marital status, same-gender relationships, disability, age, or transgender (transsexual). There is a difference between harmless humour which may refer to gender, race, and using a racist or sexist jokes to have a "dig" at someone - and therefore to harass them
- Offensive gestures
- Ignoring, isolating, or segregating a person or group.
- Staring or leering in a sexual manner
- Sexual or physical contact, such as grabbing, kissing or touching
- Intrusive questions about sexual activity
- Unwelcome wolf whistling; or
- Repeated sexual invitations when the person has refused a similar invitation before.

Harassment does not have to be an ongoing pattern of behaviour or number of incidents. Just one act can be enough to be harassment. Someone does not have to say "no" before any behaviour or action can be considered harassment. If at any time a student is not sure if their behaviour is offending or will offend someone, then that behaviour should stop immediately. It is also against the law for anyone to:

- Victimise anyone because they complained about harassment
- Victimise anyone because they supported someone who complained about harassment.



Southern Cross Education Institute
Higher Education

530 Victoria Street, North Melbourne, VIC 3051
155-161 Boundary Road, North Melbourne, VIC 3051
41 Boundary Road, North Melbourne, VIC 3051
14-16 Grote Street, Adelaide, SA, 5000

Email: info@scei-he.edu.au
Web: www.scei-he.edu.au
Phone: +61 3 9602 4110

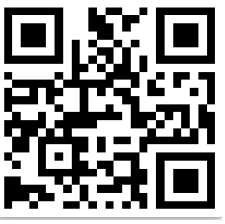
Things to see and do

Melbourne

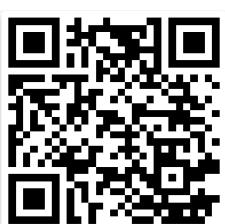
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[What's On Melbourne](#)

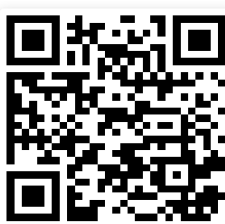


Adelaide

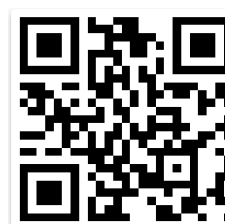
[What is on in South Australia](#)



[Adelaide Metro](#)



[What is on in South Australia](#)





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Higher Education

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41 Boundary Road, North Melbourne, VIC 3051
14-16 Grote Street, Adelaide, SA, 5000

Email: info@scei-he.edu.au
Web: www.scei-he.edu.au
Phone: +61 3 9602 4110

TEQSA Provider No: **PRV14066**

CRICOS Provider Code: **03739K**

ABN No: **79605294997**

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