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# 2020 COURSE GUIDES

(Local & International Students)



**Bachelor of Early Childhood Education**  
**Bachelor of Health and Community Services**





**“ To deliver education  
by using innovative  
approaches in a  
supportive environment  
to equip our students  
with knowledge and  
practical skills enabling  
them to be an active  
member of the wider  
community and future  
leaders in their chosen  
field.”**



## Letter to Students from the CEO

Welcome to Southern Cross Education Institute Higher Education (SCEI-HE) and congratulations on your acceptance into the 102401A Bachelor of Early Childhood Education and 099214A Bachelor of Health and Community Services. I wish you every success as you commence the learning journey that will launch your new career. I am honoured to welcome you to our student community.

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

As the founder and CEO of SCEI-HE, I am personally invested in ensuring that your learning experience with us fosters active intellectual enquiry and the pursuit of knowledge and excellence. Your time at SCEI-HE will expand your professional and creative opportunities by enabling and challenging your innate creativity, critical thinking and problem solving capabilities. I have faith that you will make lifelong, meaningful friendships during your time here that will assist in establishing a global SCEI-HE Health and Community Services Alumni.

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

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

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

Azeezur Rahaman  
CEO

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## About SCEI Higher Education

### Mission

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

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

### Vision

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

### Purpose

SCEI Higher Education (SCEI-HE) is driven to provide empowering learning experiences to enrich every student's higher education journey and every community sector with which they engage. Through dynamic community engagement, up-to-the-minute research and active support of low socioeconomic students, SCEI-HE's primary goal is to advance knowledge and practice in the students we teach, to benefit industries our practice ready graduates enter and the enrichment of communities with which our graduates connect.

### Values and Principles

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

- **Academic freedom of inquiry and opinion**  
The principle ensures the freedom to debate received wisdom, and, for all staff, students and individuals of the communities with which we interact, to be permitted to offer controversial and sometimes dissenting views without fear of condemnation or loss of job or privilege.
- **Accountability**  
Responsibility for decision-making is situated at all levels within SCEI-HE relevant to the position, department or area. Decisions are informed, consultative where required and transparent in execution.
- **Communitas**  
This refers to the pursuit of mutual respect, tolerance and collegiality among peers and students. This principle defines and promotes the rights and responsibilities of everyone within and connected to the institution with respect to all activities, pedagogical, social, behavioural, cultural and economic.
- **Excellence**  
Our aim is to ensure the academic excellence, innovation, enterprise and achievements that enrich society and drives industry. Our diversity program provides students, teachers and community with opportunities to discuss and explore topics and issues of behavioural, societal, cultural, historical, scientific and political perspective that promote understanding of access, excellence and inclusion, and inform our interdisciplinary and trans-disciplinary approaches. We seek to enrich the student experience and afford them critical insights into the trans-disciplinary opportunities and challenges explicit to our diverse cultures and communities.
- **Inclusivity**  
Integral to the previous value, the support of cultural diversity and Indigenous perspectives is a foundation principle for SCEI-HE. Based on the underpinning values of equity and social justice for all, SCEI-HE is committed to overturning the legacies of exclusionism.
- **Partnership**  
The aim of this principle is the development of partnerships that will be mutually beneficial to all parties, by working locally and nationally with groups and institutions internal and external to SCEI-HE.

## 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.

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

- 15 Large classrooms
- 4 Computer labs
- A well equipped student library
- Student kitchen and meals area
- Quiet study area
- Administration offices and Executive offices
- Boardroom
- Wi-fi facility is available for students who use self owned electronic devices.

### Melbourne Campus 2

#### Second Campus

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. It comprises:

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

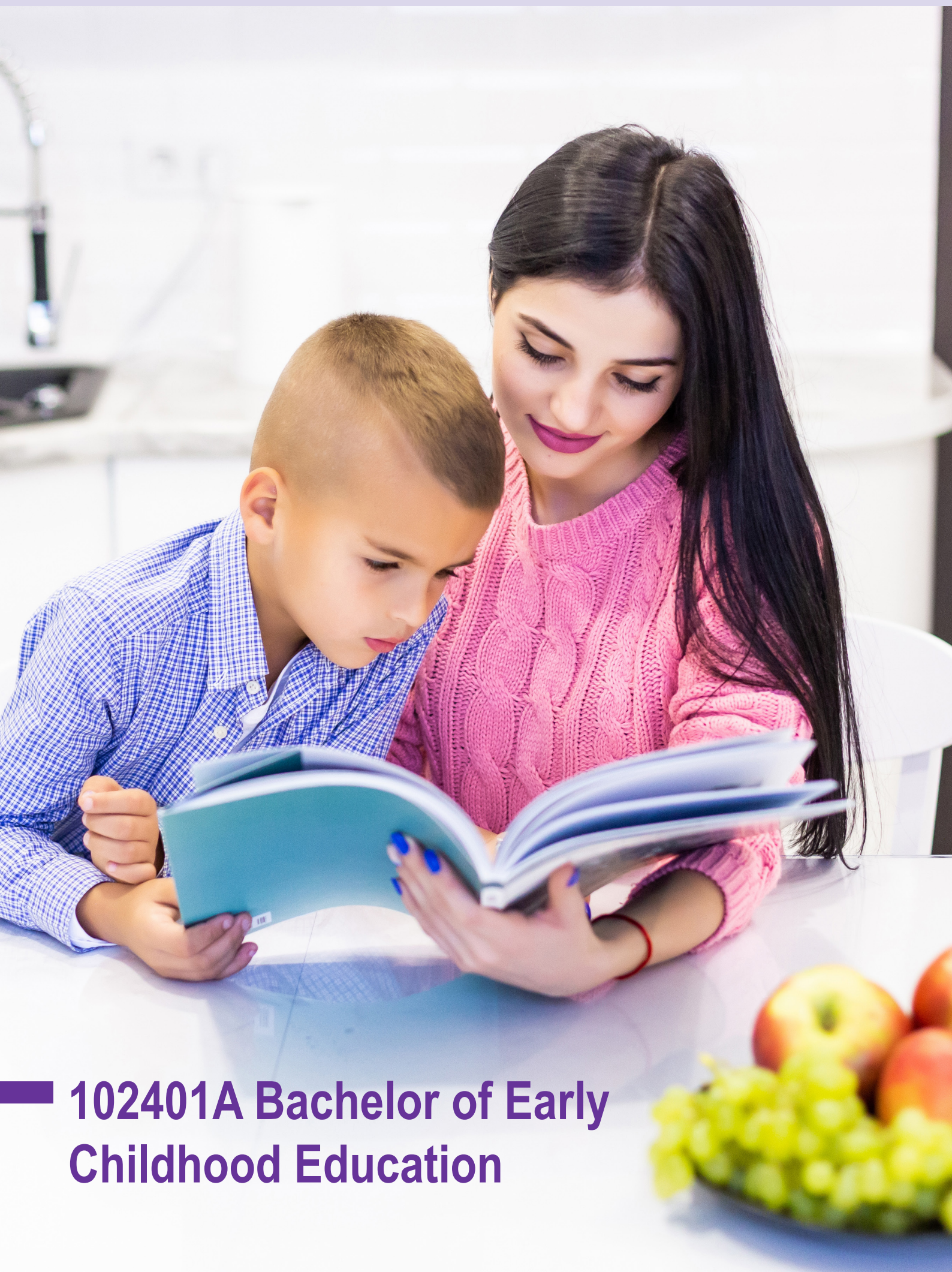
### Adelaide Campus

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

The multi level Adelaide Campus is situated right on the edge of the CBD and is within easy walking distance from all forms of public transport within the CBD area. Public parking is available at a number of street locations close by. Buses stop outside the front door to the campus every ten minutes.







## 102401A Bachelor of Early Childhood Education



## Course Overview

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

Accredited by the Australian Children's Education and Care Authority (ACECQA) students study early childhood cognitive, social and physical development along with education theory and curriculum development in historical context. Classroom management techniques as well as skills in teaching literacy and numeracy are taught in line with national and state early learning frameworks (EYLF and VEYLDF). Industry placement units are embedded into the course providing consistent opportunities for students to implement and develop their practical skills.

## Course Learning Outcomes

Graduates of this degree will:

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





## Graduate Attributes

Graduates of the SCEI-HE experience are:

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

## Employment Opportunities

Graduates of the 102401A Bachelor of Early Childhood Education may find employment with government, private enterprises and not-for-profit organisations. Graduate employment opportunities include:

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

## SCEI-HE Student Life

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

SCEI-HE provides all students with referrals to:

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



## Course Fees

Additional expenses include fees associated with the Working with Children Check (WWC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2020 are:

<b>Domestic Student</b>	<b>\$72,000</b>
<b>International Student</b>	<b>\$72,000</b>
<b>Course materials</b>	<b>\$1,400 (one off fee)</b>

## Course Entry Requirements

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

Cohort	English Language Requirements	Entry Requirements
<b>School Leavers</b>	Successful completion of Victorian Certificate of Education (VCE) Units 3 and 4 with a study score of at least 25 in English, or at least 30 in English as an Additional Language (EAL).	Successful completion of the VCE with an ATAR of 65, or its equivalent interstate / international year 12 qualification.
<b>Mature Aged or Alternate Entry</b>	Completion of the Special Tertiary Admissions Test Written English.	One of: <ul style="list-style-type: none"> <li>Satisfactory completion of the Special Tertiary Admissions Test</li> <li>Completion of an Australian diploma or higher.</li> <li>Partial completion of an Australian degree</li> <li>Evidence of relevant employment experience and written statement.</li> </ul>
<b>International</b>	One of: <ul style="list-style-type: none"> <li>An Australian diploma</li> <li>6.5 in IELTS (with no band less than 6.0)</li> <li>Any other equivalent assessment of English language proficiency (e.g. TOEFL, PTE).</li> <li>Completion of an approved English foundation course.</li> </ul>	Year 12 certificate or equivalent international qualification.

### Additional Entry Requirements

#### Working with Children Check and Police Check

All enrolled students must maintain a current Working with Children Check. A Police Check may also be required prior to a placement.



## 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. A person who holds a Diploma in a related field may be eligible for up to a year of credit into the Bachelor course. When setting credit limits for a student with an Australian Qualifications Framework (AQF) qualification towards a higher level AQF qualification in the same or related discipline, SCEI-HE will take into account the AQF minimum requirements. Where potential for advanced standing may be governed by regulatory or professional body requirements of quality, content and delivery mode, SCEI-HE will not contravene the set regulations.

- If you have studied a Diploma of Early Childhood Education, you can apply for advanced standing.
- If you are transferring to SCEI-HE from another university or higher education provider, you can apply for advanced standing for completed units studied.
- Mature aged students who do not meet the normal admission requirements, but have relevant work or life experiences will be considered for admission. Applicants are encouraged to contact the admissions team to arrange a formal interview with the Course Coordinator to determine eligibility.

## Pathway to Further Study

Students interested in progressing further in this area, may choose to study one of the following areas on completion of the Bachelor:

- Graduate Diploma
- Masters
- Doctorate

## Professional Practice

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

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

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

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

- Early Childhood Services
- Kindergartens

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

## Course Structure

<b>Title</b>	Bachelor of Early Childhood Education
<b>CRICOS Code</b>	102401A
<b>Total Credits Points</b>	192 credit points
<b>Duration</b>	4 years – Full time 2 semesters per year of 12 weeks duration of each
<b>Delivery Mode</b>	Face to face
<b>Subjects</b>	32 subjects (4 subjects per semester)
<b>Professional Practice</b>	Compulsory, embedded throughout the course
<b>Weekly Study Hours</b>	36 hours/week

## Subjects

FIRST YEAR		
Subject Code	Subject 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		
Subject Code	Subject Name	Teaching Period
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		
Subject Code	Subject Name	Teaching Period
ECE301	Child Development 3 (Theory: Three to Five years)	Semester 1
ECE302	Diversity and Inclusivity in Early Childhood	Semester 1
ECE303	Curriculum - Planning & Early Childhood Learning Spaces	Semester 1
ECE304	Professional Practice 4 Linking Theory to Practice	Semester 1
ECE305	Comparative Early Childhood Education Systems	Semester 2
ECE306	Health and Physical Education	Semester 2
ECE307	Creative and Performance Arts 2 (Visual Media)	Semester 2
ECE308	Professional Practice 5 Linking Theory to Practice	Semester 2

FOURTH YEAR		
Subject Code	Subject Name	Teaching Period
ECE401	Critical Issues of Child Safety and Protection	Semester 1
ECE402	Social Perspectives of Childhood through History	Semester 1
ECE403	Management and Professional Practice in Early Childhood Education	Semester 1
ECE404	The Educator as Researcher	Semester 1
ECE405	Society and the Child	Semester 2
ECE406	Advanced Assessment and Evaluation Strategies	Semester 2
ECE407	Creative and Performance Arts 3 (Movement)	Semester 2
ECE408	Professional Practice 6	Semester 2





## 099214A Bachelor of Health and Community Services



## Course Overview

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

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

Students of the 099214A Bachelor of Health and Community Services not only acquire the most relevant, current and authentic healthcare information, they are guided and mentored in problem solving, self-reflection and initiative to solve community health problems and innovate solutions.

The 099214A Bachelor of Health and Community Services combines multiple key health and social science disciplines to arm students with the most effective collection of skills and knowledge required to make a positive difference in this vital field of practice, today and tomorrow.

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

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

## Course Learning Outcomes

Graduates of this degree will have:

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





## Graduate Attributes

Graduates of the SCEI-HE experience are:

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

## Employment Opportunities

Graduates of the 099214A Bachelor of Health and Community Services may find employment with government, private enterprise and not-for-profit organisations. Graduate employment opportunities include:

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

## SCEI-HE Student Life

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

SCEI-HE provides all students with referrals to:

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



## Course Fees

Additional expenses include fees associated with the Working with Children Check (WWC), the National Criminal History Record Check and other incidental fees. The tuition fees for 2020 are:

<b>Domestic Student</b>	<b>\$54,000</b>
<b>International Student</b>	<b>\$54,000</b>
<b>Course materials</b>	<b>\$1,400 (one off fee)</b>

## Course Entry Requirements

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

Cohort	English Language Requirements	Entry Requirements
<b>School Leavers</b>	Successful completion of Victorian Certificate of Education (VCE) Units 3 and 4 with a study score of at least 25 in English, or at least 30 in English as an Additional Language (EAL).	Successful completion of the VCE with an ATAR of 65, or its equivalent interstate / international year 12 qualification.
<b>Mature Aged or Alternate Entry</b>	Completion of the Special Tertiary Admissions Test Written English.	One of: <ul style="list-style-type: none"><li>• Satisfactory completion of the Special Tertiary Admissions Test</li><li>• Completion of an Australian diploma or higher.</li><li>• Partial completion of an Australian degree</li><li>• Evidence of relevant employment experience and written statement.</li></ul>
<b>International</b>	One of: <ul style="list-style-type: none"><li>• An Australian diploma</li><li>• 6.0 in IELTS (with no band less than 6.0)</li><li>• Any other equivalent assessment of English language proficiency (e.g. TOEFL, PTE).</li><li>• Completion of an approved English foundation course.</li></ul>	Year 12 certificate or equivalent international qualification.

### Additional Entry Requirements

#### Working with Children Check and Police Check

All enrolled students must maintain a current Working with Children Check. A Police Check may also be required prior to a placement.

## Professional Practice

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

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

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

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

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

## Course Structure

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





## Subjects

FIRST YEAR		
Subject Code	Subject Name	Teaching Period
HCS101	Introduction to Health and Community Services	Semester 1
HCS102	The Australian Healthcare System	Semester 1
HCS103	Health, Ethics and Professional Practice	Semester 1
HCS104	Psychology and Health	Semester 1
HCS105	Research in Community Health	Semester 2
HCS106	Environment and Health	Semester 2
HCS107	Counselling Theory	Semester 2
HCS108	Professional Practice 1	Semester 2

SECOND YEAR		
Subject Code	Subject Name	Teaching Period
HCS201	Epidemiology and Population Health	Semester 1
HCS202	Indigenous Community Health	Semester 1
HCS203	Applied Counselling	Semester 1
HCS204	Statistics and Research Methodologies	Semester 1
HCS205	Social Welfare Perspectives	Semester 2
HCS206	People, Society and Disability	Semester 2
HCS207	Mental Health and Wellbeing	Semester 2
HCS208	Professional Practice 2	Semester 2

THIRD YEAR		
Subject Code	Subject Name	Teaching Period
HCS301	Principles of Health Promotion	Semester 1
HCS302	Nutrition and Community Health	Semester 1
HCS303	Leadership and Management in Community Health	Semester 1
HCS304	Gender, Families and Health	Semester 1
HCS305	Children and Family Services	Semester 2
HCS306	Addiction Studies	Semester 2
HCS307	Research Project	Semester 2
HCS308	Professional Practice 3	Semester 2

**MELBOURNE CAMPUS**  
155 - 161 Boundary Road  
North Melbourne, Australia, VIC 3051

**ADELAIDE CAMPUS**  
Lvl 2, 14-16 Grote Street, Adelaide,  
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