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Student Handbook 2026

Domestic and International



Southern Cross Education Institute
Higher Education



Message from the Deputy CEO



Cyrus Nickson

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

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

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

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

Cyrus Nickson
Deputy CEO

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Key Contacts

General Support

STUDENT SUPPORT TEAM
student.support@scei-he.edu.au

COUNSELLOR
counsellor@scei-he.edu.au

STUDENT ENGAGEMENT COORDINATOR
+61 3 8290 6349

QUALITY TEAM
quality@scei-he.edu.au

ACCOUNT TEAM
accounts@scei-he.edu.au

LIBRARY AND ACADEMIC SUPPORT
academic.support@scei-he.edu.au
library@scei-he.edu.au

Course Coordinators

COURSE COORDINATOR - BHCS
coordinator.hcs@scei-he.edu.au

COURSE COORDINATOR - BECE
coordinator.bece@scei-he.edu.au

COURSE COORDINATOR - GDECE
coordinator.gdece@scei-he.edu.au

COURSE COORDINATOR - MSW
coordinator.msw@scei-he.edu.au

Placement

PLACEMENT TEAM - BHCS
bhcs.placements@scei-he.edu.au

PLACEMENT TEAM - BECE
bece.placements@scei-he.edu.au

PLACEMENT TEAM - GDECE
gdece.placements@scei-he.edu.au

PLACEMENT TEAM - MSW
msw.placements@scei-he.edu.au

PHONE
(03) 96024110

ADDRESS
530 Victoria Street, North Melbourne VIC 3051

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.

➔ Purpose

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.



Our Campuses

Melbourne Campus 1

530 Victoria Street, North Melbourne VIC 3051

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



Melbourne Campus 2

41 Boundary Road
North Melbourne VIC 3051

Our Second Campus is also located in North Melbourne, and it is a 25-minute walk from the main campus. The campus offers 9 modern training rooms, 1 fully equipped simulation room as well as comfortable break rooms and dedicated study spaces.



Melbourne Campus 3

155-161 Boundary Road
North Melbourne VIC 3051

Our third campus is conveniently located just a ten-minute drive from Melbourne CBD and is easily reached by tram. Frequent services stop on Racecourse Road, only a short walk from the campus entrance. The campus is equipped with 11 modern training rooms and 2 fully equipped simulation rooms.

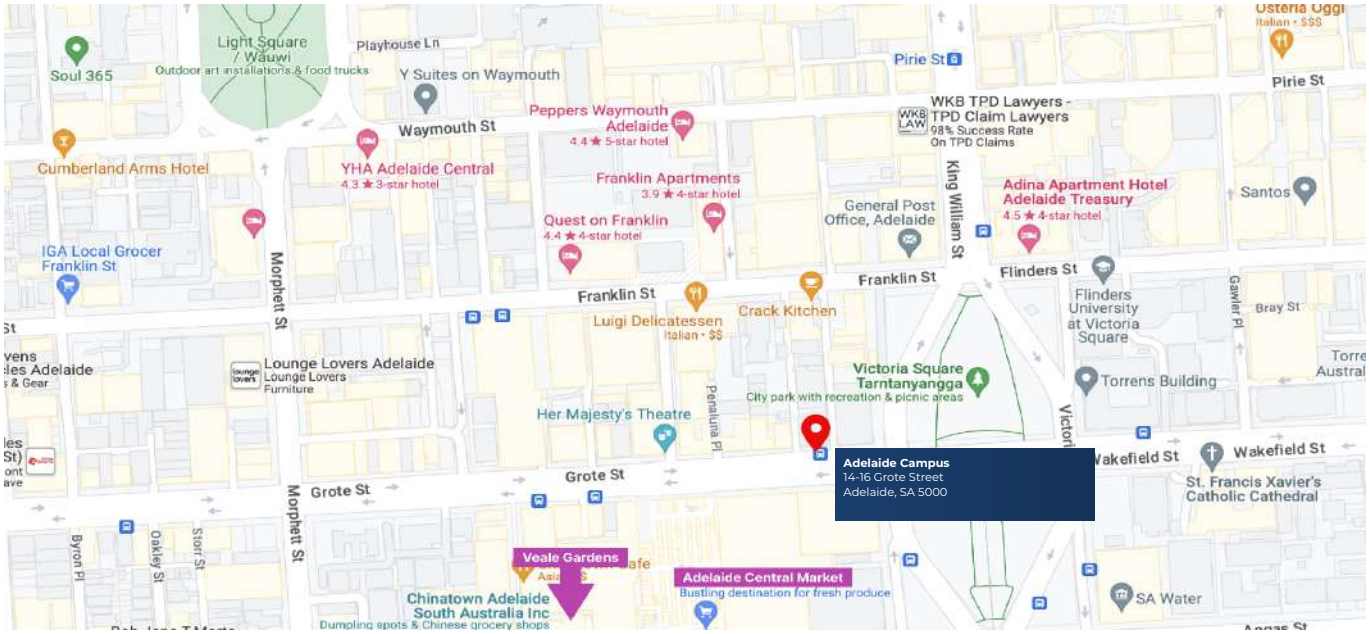


Adelaide Campus

14-16 Grote Street, Adelaide, 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. Students have access to a number of public parking options nearby. Public buses stop in front of the campus every 10 minutes.







Introduction to Australia

Geography
Australia is both an island and a continent. It is the largest island but the smallest continent in the world. It is about thirty seven hundred kilometres from north to south and four thousand kilometres from east to west. It has an area of nearly 7.7 million square kilometres and is the sixth largest nation on earth. It is the lowest of all the continents with the highest point at only 2228 metres. The variety of landscapes more than compensate for the lack of height. Climatic zones range from tropical rainforests, to deserts and cool temperate forests to snow covered mountains.

Language
In Australia over 200 different languages and dialects are spoken including 45 indigenous languages. The most commonly spoken languages (other than English) are Italian, Greek, Cantonese, Arabic, Vietnamese, Hindi and Mandarin.

Appliances
Appliances in Australia use 200 volts and 60 Hz. You can buy adapters to fit the Australian power points for your existing electronic items. (find a picture of the Australian power plug).

Currency
Be sure to have cash for essential items when you arrive in Australia, it is recommended to bring about A$500 cash.

Australian currency is the Australian Dollar (AUD)

Australian coins are available in the following denominations:	Australian bank notes are available in the following denominations:
$0.05 = 5 cents	$5.00 = 5 dollars
$0.10 = 10 cents	$10.00 = 10 dollars
$0.20 = 20 cents	$20.00 = 20 dollars
$0.50 = 50 cents	$50.00 = 50 dollars
$1.00 = 1 dollar	$100.00 = 100 dollars
$2.00 = 2 dollars	

Most ATMs (cash machines) dispense twenty and fifty dollar notes. Some shops and other outlets will not accept $100 notes, so it is best to carry smaller notes.

Debit and credit cards are widely accepted. Check with your bank at home to see if you will be charged a fee to use your debit and/or credit card in Australia. Please refrain from carrying large sums of cash on your person for safety reasons.

Cost of living in Australia
Costs vary by city and lifestyle. Below are approximate weekly expenses for a moderate lifestyle (2025 figures, AUD).

City	Weekly Cost
Sydney	$450 – $550
Melbourne	$400 – $520
Brisbane	$350 – $480
Perth	$320 – $450
Adelaide	$300 – $420

National average:
Most students need $550 – $850 per week ($29,000 – $44,000 per year), covering rent, food, transport, phone/internet, and personal expenses.

Typical monthly breakdown (capital city, shared housing):

Rent: $800 – $1,400
Food: $400 – $600
Transport: $150 – $200
Utilities/phone: $150 – $250
Entertainment: $200 – $400 Total: $1,700 – $2,850

Money-saving tips
- Share accommodation
- Live outside the city centre
- Cook at home and shop at discount supermarkets
- Use student transport concessions
- Work part-time (up to 48 hours per fortnight on a student visa)

For visa purposes, the Australian government usually requires proof of at least $29,710+ per year (excluding tuition).

Costs are estimates and may change.



Introduction to Melbourne

Melbourne
Melbourne is Australia's second largest capital city and home to some of Australia's best cafes and restaurants. Melbourne has great events and has a passion for food and wine. Melbourne is located on Port Phillip Bay in Australia's south east and has a population of 3,995,500. There are some 3500 restaurant and cafes in Melbourne.

Melbourne Central Business District (CBD)
One glance at a map and it is obvious that Melbourne is a planned city: a tidy, balanced grid of neatly angled streets. But beneath this sense of everything in its place restraint lies a restless and creative energy pushing back at the city's seeming conservatism. The CBD is made up of precincts distinct enclaves, each with its own flavour and charm. Some are just a lane or two, while others cover the banks of the Yarra River or a busy CBD street.

Public Transport
Melbourne's public transport is the easiest and best way to get around the city. Its network extends from the city centre in all directions, with trains, trams and buses offering comprehensive public transport services. Information on destinations and schedules can be obtained from the information desks within the airport or from ptv.vic.gov.au



Buy a Myki
Myki is a durable, plastic smart card that stores value and can be used over and over again. Simply keep your myki topped up and carry it with you, and you'll always be ready to travel. Just touch on and off when you travel and myki will automatically calculate the lowest myki fare on all public transportation for you.

You can buy a myki:
- Online at myki.com.au
- By calling 13 6954 (13 myki)
- At the myki discovery centre at Southern Cross Station
- At the myki ticket window at Flinders Street Station
- At the MetShop (Melbourne Town Hall, corner of Swanston and Little Collins streets).
- Online at myki.com.au (allow at least 24 hours for processing)
- By calling 13 6954 (13 myki) (allow at least 24 hours for processing)
- At myki machines at metropolitan train stations and
- selected tram platforms stops and bus interchanges.
- For more information on all public transport ticketing practices across Victoria (including how to buy a Metcard) visit: metlinkmelbourne.com.au

Shuttle Busses
- Skybus offers a shuttle bus service from the airport to Melbourne CBD and city hotels.
- Return transport to the airport departs from Southern Cross Station. This service operates 24 hours, 7 days a week. Buses run every 10 -15 minutes throughout the day and every 30 - 60 minutes overnight. Skybus Hotel Shuttle operates from the city 06:00-22:30 Monday to Friday and 07:30 -17:30 Saturday and Sunday.
- Purchase and print your ticket online.
- MYKI cards cannot be used on this service. For more information Skybus can be contacted on (613) 9335 2811 or by visiting: http://www.melbourneairport. com.au/To-From-the Airport/Skybus/Overview.html

Taxis
Taxis are available from the ground floor level of Melbourne Airport, outside the International Terminal and both domestic Terminals. Expect a taxi fare of around A$45 to A$55 for a trip between the CBD and Melbourne Airport.

Taxi Fares and Surcharges
Taxi meters are usually clearly visible so you can keep check of your fare. Late night taxi trips must be paid for in advance. Between 10pm and 5am in Victoria, the driver will ask you for an up-front deposit, based on a table of point to point estimates. You can use the fare estimator to work out what your up-front costs are likely to be. Melbourne cabs attract additional charges like a late night surcharge from midnight to 5am, a fee for phone bookings, a fee for using the Citylink freeway and even a fee for taxis waiting at the airport rank. Melbourne's major taxi companies include:· 13 CABS (13 22 27)· Arrow (13 22 11)· Embassy Taxis (13 17 55)





Climate and Clothing
Melbourne may be known for its fickle weather - the city has been described as having four seasons in one day - but it can still be enjoyed all year round

Summer (December – February)
Melbourne warms up in summer with mean temperatures between 14 - 25.3°C (57.2 - 77.5°F). These months are dry, with occasional hot spells that can last more than three days. Melbourne's top temperatures are usually in January and February, when temperatures can occasionally soar past 30°C (86°F).

Autumn (March – May)
Autumn sees cooler weather with average temperatures ranging from 10.9 – 20.3°C (51.6 - 68.5°F). Morning fog usually clears to welcome fine, sunny days, however toward the end of the season there can be extended periods of light winds.

Winter (June – August)
In winter, average temperatures range from 6.5 - 14.2°C (43.7 - 57.6°F), and snow falls in the north-east of Victoria, known as High Country. The weather is frequently cold and cloudy, and nights can be accompanied by frosts. Heavy rain is rare at this time of year.

Spring (September – November)
During spring average temperatures range from 9.6 - 19.6°C (49.3 - 67.3°F). The season is known as the most variable of the year, when weather can quickly change from calm and sunny to cold and windy. Pack your umbrella – October is the wettest month with roughly 10 days of rainfall.





Introduction to Adelaide

Adelaide is the capital city of South Australia and the fifth-largest city in Australia. With a population of 1.5 million Adelaide is an easy place to get around. The city rises from the middle of a tree-covered plain, between rolling hills to the east and beaches to the west. Adelaide is known as the “20 minute city” simply because this is the average time it takes to travel from the central area of the city to the perimeter in any direction. The airport is seven kilometres from the city and the Adelaide Hills and major beaches are less than half an hour away by car.



Getting Around

Walking

Seeing the city sights by foot is always a holiday highlight. The flat streets make Adelaide an easy walking city. The visitor friendly street layout means the only decision to make is which route to take.

Besides walking, there are several other ways to get around the city centre that won’t cost you any money.

Cycling around the city

Adelaide has a network of dedicated bike lanes and paths. Look out for the three Adelaide City Bikes’ depots around the city. Hire is free. They’ll even give you a helmet and bike lock.

Free Bus

Get around the city on the free City-Loop bus (99C), which runs frequently until about 6pm, (on Fridays until about 9pm). This bus service operates seven days a week.



A tram ride through the city's heart is free
Watch out for the bright green bus called "Tindo." It's the world's first solar-powered bus. Tindo travels between the city and North Adelaide. Planning to travel a little further? Adelaide's bus and train network will take you efficiently to your destination, with major tourist attractions just minutes from the city. Adelaide's premier beach side resort is Glenelg and the tram service will have you there in barely 30 minutes. Visit www.adelaidemetro.com.au for more information.

Planning to travel a little further
Adelaide's bus and train network will take you efficiently to your destination, with major tourist attractions just minutes from the city.

Adelaide's premier beach side resort is Glenelg and the tram service will have you there in barely 30 minutes. Real-time arrival information for buses, trains and trams, timetables and a journey planner are available online through the Adelaide Metro website at www.adelaidemetro.com.au

Adelaide metropolitan taxis
The companies listed below are the main taxi companies operating in the Adelaide metropolitan area.

- Adelaide Independent Taxi Service - Phone 13 22 11
- Suburban Taxi - Phone 13 10 08
- Yellow Cabs South Australia - Phone 13 22 27

Four tariff rates apply for taxi journeys in Adelaide. Tariff one and tariff two apply to one to four passengers and tariff three and tariff four apply to five passengers or more.

Tariff one and tariff three are the normal tariff rates applied and tariff two and tariff four are a higher rate that applies between 7:00 pm and 6:00 am Monday to Friday, and on weekends and public holidays.

Adelaide airport bus transfers
Adelaide airport is eight kilometres from the centre of the city and Metro offer two shuttle bus services.

An express bus service between Adelaide and the city. Operating hourly during weekday peak travel times, JetExpress takes passengers near many key city attractions and locations, including over 20 hotels and apartments in the city.

Adelaide Metro also offers a convenient JetBus service linking Adelaide Airport to Glenelg, West Beach and the City servicing all stops along the route. From there you can easily transfer to other regular Adelaide Metro services.

For further information visit www.adelaidemetro.com.au





What can you expect from Adelaide Weather?
Adelaide experiences mild winters and a warm, dry summer. It has an average maximum temperature of 29°C (84.2°F) in summer and 15 - 16°C (59 - 60.8°F) in winter. Plan ahead with our information on temperature and rainfall.

Summer (December – February)
During summer (one of the best times to visit Australia), average temperatures range from 16.7 - 28.6°C (62 - 83.5°F) and rainfall is sparse. Occasionally temperatures can soar to 40°C (104°F). Adelaide enjoys the lowest humidity of any Australian city.

Autumn (March – May)
In autumn, the weather is pleasant with average temperatures between 12.7 - 22.7°C (55 - 73°F) and very little rainfall. The city and countryside take on a red, orange and golden hue.

Winter (June – August)
In winter, average temperatures drop to between 8 - 16°C (46.5 - 60.8°F), and frosts are common in the nearby Adelaide Hills. June is the wettest month, averaging around 80 mm (3.1 inches), however Adelaide is the driest of all the Australian capitals.

Spring (September – November)
Spring sees weather warm up with average temperatures between 11.8 - 22°C (53.2 - 71.6°F). Rainfall is low but evenings can be quite brisk as temperatures drop quickly.





Visas & Migration

Most international students wanting to study in Australia require a student visa. Some other visa holders are also eligible to study in Australia. Many students apply for a visa themselves on-line or via the Australian Diplomatic Mission in their country. The visa application process can be complicated for students from some countries. It may be better to submit an application with the assistance of an accredited agent. You should check with the education provider in Australia for their accredited agents in your country. In order to apply for a visa you will need a valid passport, an electronic Confirmation of Enrolment (eCoE) and any other documentation required by the Australian diplomatic post with which you lodge your application. For example, if you are under 18 you must have a completed CAAW form to ensure your accommodation and welfare is approved of by your education provider. You must ensure to allow enough time for processing between lodging your application and the start of your academic program, as it can be a lengthy process depending on your country of origin. Visit the link below to find out about Student visa Assessment Levels. https://www.homeaffairs.gov.au/

Department of Home Affairs
Department of Home Affairs provides comprehensive information about student visa requirements and the application process, as well as application document checklists to assist you with your application. Visit: https://www.homeaffairs.gov.au/

English Proficiency Requirement
To be accepted to study on a student visa in Australia you will need to demonstrate a sufficient level of English language proficiency, and meet minimum academic requirements.

School-age dependents
Students intending to study at Southern Cross Education Institute who have school aged dependents may have a legal requirement for those dependents to study at primary or secondary schools within Australia. Costs may be incurred for this schooling. Refer to the Department of Home Affairs, for more information https://www.homeaffairs.gov.au/.

Department of Foreign Affairs and Trade (DFAT)
- The Department of Foreign Affairs and Trade (DFAT) promotes and protects Australia's international interests to support our security and prosperity.
- We work with international partners and other countries to tackle global challenges, increase trade and investment opportunities, protect international rules, keep our region stable and help Australians overseas.

Migration Agents
A migration agent can assist you in submitting your visa application and communicate with DHA on your behalf, but please note that you do not need to use a migration agent to lodge any type of visa application.

Education Agents
Education agents promote various Australian education programs and institutions internationally and are a good way for students to apply to study in Australia. Agents are experienced in filling in international student applications and applying for visas. Most speak both English and the local language which makes the application process a lot simpler and generally hassle free for students and parents. Most do not charge for their service as they collect a commission from the institution you choose to attend. However, some agents do charge small amounts or offer additional services. You can check with your Australian education provider for contact details of agents they recommend.

Please Note:
Education Agents although able to assist in completing education and visa applications, are NOT licensed to provide migration advice.

If you are granted a visa, you must abide by its conditions. Failure to comply with these conditions could result in the cancellation of your visa. Please see the table of Student VISA conditions below.



ESOS
(Education Services for Overseas Students Act 2000)

The Australian Government wants overseas students in Australia to have a safe, enjoyable and rewarding place to study. Australia's laws promotes quality education and consumer protection for overseas students. These laws are known as the ESOS Framework and they include the Education Services for Overseas (ESOS) Act 2000 and the National Code 2018.

Protection for overseas students
As an overseas student on a student visa, you must study with an education provider and in a course that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at http://cricos.deewr.gov.au. CRICOS registration guarantees that the course and the education provider you study with meets the high standards necessary for overseas students. Please check carefully that the details of your course – including its location – match the information on CRICOS.

Your rights: The ESOS framework protects your rights, including:
The right to receive before enrolling current and accurate information about the courses, fees, modes of study and other information from your provider and your provider's agent. If you are under 18 to ensure your safety, you will be granted visas only if there are arrangements in place for your accommodation, support and welfare.

- Your right to sign a written agreement with your provider before or as you pay fees setting out the services to be provided, fees payable and information about course refunds. You should keep a copy of your written agreement.
- The ESOS framework sets out the standards that Australian education providers who offer education services to overseas students, must obey. These standards cover a range of information that students have a right to know about services that must be offered, include:
- Orientation and access to support services to help you study and adjust to life in Australia
- Who the contact officer or officers are for overseas students
- If you can apply for course credit
- When your enrolment can be deferred, suspended or cancelled
- What your provider's requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well.
- If attendance will be monitored for your course
- A complaints and appeals process.

One of the standards restricts providers from enrolling transferring students prior to the student completing six months of his or her principal course of study.

Your right to get the education you paid for

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students are able to either:

- Complete their studies in another course or with another education provider or
- Receive a refund of their unspent tuition fees.

In the unlikely event your education provider is unable to deliver a course you have paid for and does not meet their obligations to either offer you an alternative course that you accept or pay you a refund of your unspent prepaid tuition fees (this is called a provider's 'default obligations'), the TPS will assist you to find an alternative course or to get a refund if a suitable alternative is not found.

The reforms aim to protect the considerable investment international students make in an Australian education, and to protect and enhance Australia's global reputation.

Some of the key features are:

- A new national TPS which will replace a range of existing tuition assurance arrangements.
- A limit of up to 50 per cent of total tuition fees may be collected prior to student commencement (unless the course is 24 weeks or less).
- Specified providers are required to keep initial prepaid fees in a separate account until a student commences study.
- Student refunds will be based on unexpended tuition fees (rather than on total course cost as previously).

Your responsibilities

- As an overseas student on a student visa, you have
- responsibilities to:
- Satisfy your student visa conditions
- Maintain your Overseas Student Health Cover (OSHC) for the period of your stay
- Meet the terms of the written agreement with your education provider
- Inform your provider if you change your address
- Maintain satisfactory course progress
- If attendance is recorded for your course, follow your provider's attendance policy, and
- If you are under 18, maintain your approved accommodation, support and general welfare arrangements.





Before Arriving

All new international students are strongly advised to arrive at least four days before Orientation Day (check your welcome letter for details). This gives you time to recover from your long flight, settle into your accommodation, become familiar with the campus and Australia itself. Arriving late only causes stress and disorganisation, and can significantly impact on your chances of success.

Checklist before you leave home

- Apply for your international student visa
- Check your passport is valid for the intended length of your study period in Australia
- Leave a copy of your passport, visa and other ID with parents/relatives or friends
- Organise to have a full medical check-up and organise any prescribed medications or immunisations you may need
- Ask your doctor to write a letter (in English) to explain any medications
- Book your flights
- Purchase travel insurance
- Arrange your student accommodation (may be temporary) before you leave your home country
- Organise to have at least A$500 available to you on arrival in Australia
- Make a note of the contact details of your country's embassy in Australia
- Pack a document folder containing your offer letter, Confirmation of Enrolment (CoE), certified copies of existing academic transcripts and education history documents, copy of your IELTS or other English language test results, receipts of payment for tuition fee and Overseas Student Health Cover, identification documents, important contact numbers, details of pre-arranged accommodation and transport and important medical records
- Note the dates for your Orientation program

What you CANNOT bring into Australia

Australia has strict laws about what items can be brought into the country. This is to protect Australia's food producers and unique environment from serious pests and diseases. All food, plant and animal products must be presented for inspection upon arrival in Australia.

For further information www.agriculture.gov.au/travelling/faqs



On Arrival

On Arrival Customs and quarantine Before landing in Australia, passengers are given an Incoming Passenger Card to complete. This is a legal document and you must read it carefully and complete it truthfully. You must tick YES to declare if you are carrying any food, plant material or animal products. If you have items you don't wish to declare, you can dispose of them in quarantine bins in the airport terminal.

Your baggage may be x-rayed, inspected or checked by a detector dog team. If you fail to declare or dispose of any quarantine items, or make a false declaration, severe penalties can apply. On arrival you will need to have the following documents ready:

- passport and valid visa
- incoming passenger card

A comprehensive list of items that you may/may not be able to bring into the country can be found at: www.agriculture.gov.au/travelling/arriving-in-australia

Items that must be presented for inspection upon arrival in Australia include:

- eggs and egg products
- dairy products
- meat products (includes fresh, dried, frozen, cooked, smoked, salted or preserved) that are not canned
- live animals and plants (includes any part of plants eg roots, bulbs, cuttings, stems, etc)
- raw seeds and nuts
- fresh fruit and vegetables

Additionally, amounts of $10,000 or more in Australian currency or foreign equivalent.

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



Student Code of Conduct

Al SCEI-HE students are required to demonstrate respect, fairness, and integrity in all institute settings on campus and during affiliated activities. This Code ensures a safe, equitable, and productive environment for every member of the community.

- Behaviour must be respectful, free from discrimination, harassment, bullying, and offensive language or actions.
- Unlawful actions such as substance abuse, weapons possession, and discrimination are prohibited, and smoking is restricted to designated areas. Confidentiality must be maintained for all sensitive information, and students must be truthful about their identity and entitlements.
- Students should dress neatly, carry identification, maintain facilities, and use resources responsibly.
- Use institute TI and personal devices only for permitted academic purposes; misuse is subject to disciplinary action.
- Copyright law and academic integrity must be upheld by correctly referencing and using only licensed materials.
- Adhere to safety protocols and act to protect yourself and others at al times.

Student conduct at SCEI-HE reflects on the whole institute; compliance with these standards is mandatory at all times.

For further information, refer to Student Code of Conduct HEPP07.

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 Rights
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

Student Admission Information

Application to Study Form

1. English Language Proficiency Requirements
All applicants must meet the approved English Language Proficiency Requirements (see Appendix 1).

2. Academic Requirements

2.1 Undergraduate Courses - Bachelor and Undergraduate Certificate Programs

To be eligible for an offer of admission, applicants must have an ATAR of 65 or equivalent (refer to Appendix Table 3), or an accredited qualification under the Australian Qualifications Framework (AQF) at the diploma level or higher.

2.2 Postgraduate Courses – Graduate Diploma and Master Programs

To be eligible for an offer of admission, applicants must hold a bachelor qualification (please refer to specific course information as entry requirements may vary).

3. Non - Academic Requirement
Applicants for education programs will need to complete a non- academic suitability assessment (CASPer). The assessment measures attributes such as motivation to teach, attitude toward learning, interpersonal and communication skills, resilience, self- efficacy, conscientious, as well as organisation and planning skills. SCEI-HE currently uses engage an external agency to conduct the computer based CASPer Postgraduate Teacher Education test. Students are responsible for paying the test price, which is approximately $(AUD) 80.00.

4. Additional Requirements
For admission to courses containing Work Integrated Learning Professional Practice Experience, all applicants must have a valid Working with Children Check (WWWC) and Police Check (PC)

5. Additional Information – LANTITE test
All students enrolled in an initial teacher education course (either undergraduate or postgraduate) must meet the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) test prior to graduation.

The LANTITE test is designed to assess students' personal literacy and numeracy skills to ensure that they are well equipped to meet the demands upon them as professional educators. All students must achieve a successful test in order to register or to be employed as a teacher. The LANTITE test is conducted by an external agency that charges a fee directly to the student $(AUD)196.00.

6. Mature Entry (Undergraduate Courses only)
To be eligible for an offer of admission, mature entry students must achieve one of the following:

6.1. Satisfactory completion of the Special Tertiary Admissions Test (STAT);
6.2. Completion of an Australian diploma or higher;
6.3. Partial completion of an Australian degree;

7. Credit and Recognition of Prior Learning (CRPL)
CRPL information supporting documents that provide evidence of learning outcomes, will give applicants an optimum opportunity of being awarded credit for prior learning. The following types of documents can support an application for non-formal learning credit:

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

8. Special Entry
Admission is available for people of educational and social disadvantage and under-represented cultural groups such as Aboriginal and Torres Strait Islanders. SCEI-HE may consider other factors, such as demonstrated abilities, evidence of prior commitment to formal learning, employment experience and history, and specific achievements outside the field of endeavour offered, until the quota set for each study program is filled.

Important Information

- The offer of admission is valid for the duration specified in the offer. If the applicant fails to accept the offer within the period specified, then the offer will be deemed null and void.
- An offer of admission will be withdrawn if it is found that the applicant has provided fraudulent or inaccurate information.
- An applicant who has been excluded from another higher education provider will only be considered for admission if the period of exclusion with the other provider has been served.

Information Technology Requirements
To fully engage with SCEI-HE's learning experiences, students need access to and be able to use internet-connected devices. Students need to be able to access the internet in order to submit assignments, access the e-library and other course and unit information.

Important Information

- Access to a device such as a desktop computer or laptop
- Connectivity to the internet
- Capability to use SCEI-HE online learning environments.

Computer equipment

In general, any desktop or laptop computer purchased in the past two years should be capable of meeting most learning needs at SCEI-HE. Mobile devices such as tablets and smartphones may also enable access to communication and learning experiences; however, there are likely to be aspects of most courses where the computing capability of mobile devices alone is insufficient.

A minimum standard device suitable for most courses can:

- Use a system such as Windows or Mac;
- Run a modern browser (i.e. current versions of Firefox, Safari or Chrome);
- Run programs to create documents, spreadsheets, and presentations.
- Enable the use of a web camera and headset.

Connectivity

SCEI-HE courses increasingly require reliable broadband internet connectivity, with upload and download capacity. For online learning, students need an internet service provider (ISP). A package that includes an internet service provider (an internet connection) should provide sufficient speed to download the required study materials and to engage in online learning activities associated with any SCEI-HE course.

If a student were to rely on 3G or 4G mobile 'phone technology to access the internet (and SCEI-HE's learning resources), then the speed at which this can be done may vary widely depending on location and, in the worst cases, may constrain learning engagement with SCEI-HE.

Most students will be expected to undertake the following tasks:

- Use technologies to find, use and disseminate information; access text, image and audio files on the internet.
- Communicate using email and attachments.
- Create basic documents, spreadsheets and presentations.
- Manage and back-up files using common file formats;
- Use a common operating system to install and uninstall
- software, as well as manage software and settings.

Student Progress

To assist student to achieve the successful completion, SCEI- HE monitors student progress throughout their course (refer to Student Progress and Exclusion Policy and Procedure HEPP29) for more information.

Be aware that excessive work commitments can hinder academic progress, especially while on placements.

Deferral of Commencement

- An applicant, after accepting an offer of admission, may defer their course commencement for a period of no longer than 12 months.
- Requests to defer course commencement must be made in writing to the Student Support student. support@scei-he.edu.au.
- Deferment may not be available in courses where admission is based on additional requirements and selection criteria.



Appendix 1: English Language Proficiency Requirements

Bachelor Programs

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 two (2) years of 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
3. Completion of a post-secondary school qualification.

Overseas Qualifications

1. Senior secondary qualification (Victorian Certificate of Education (VCE) or equivalent)
2. A minimum of three (3) years of full-time or part-time equivalent post-secondary school studies where the sole language of instruction and assessment was English.
3. International students who are citizens of any of the following countries (Canada (excluding Quebec), Fiji, Republic of Ireland, Kenya, New Zealand, Papua New Guinea, Samoa, Singapore, Solomon Islands, South Africa, United Kingdom, United States of America, Zambia (if the applicant's first language is English), 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 attaint any of the following as noticed in Table 1 below

Table 1 – Test Criteria Undergraduate

TEST	UNDERGRADUATE DEGREES
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.

Postgraduate Programs

An applicant will be deemed to have sufficient English language proficiency if they have obtained a bachelor degree in Australia, New Zealand, the United Kingdom, the United States of America, Canada or the Republic of Ireland or successful attaint any of the following as noticed in Table 2 below.

Table 2 – Test Criteria Postgraduate

TEST	Graduate Diploma of Early Childhood	Master of Social Work (Qualifying)
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.	Score of 7.0 for all components
TOEFL (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)	Score of 94+ for all components
TOEFL (paper based)	600 + (including a score of 5.0 or more in the Test of Written English)	Score of 600+ for all components
OET	Pass	Pass
Pearson PTE (Academic)	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.	Score of 66 for all components
Cambridge English	185 + with no skill below 185	Score of 185+ for all components

Master of Social Work (Qualifying)

To undertake the Master of Social Work, the applicant must hold a bachelor qualification in a relevant Australian degree (or equivalent) in social or behavioural sciences, with at least one (1) full time equivalent year of study in any of the following disciplines as outline below:

- 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, public health, mental health, nursing or community nursing.

Master of Social Work (Qualifying) Pathway

If the applicant holds a bachelor degree in a discipline that is not listed as a Master of Social Work (Qualifying) prerequisite, they may be eligible to enter the Master of Social Work (Qualifying) Pathway program. This program is six semesters in duration and includes eight human and community services units as well as the Master of Social Work (Qualifying).

Verification procedures

The SCEI-HE Enrolment Officer will verify all English language proficiency test scores via the following means:

- IELTS test scores submitted will be verified on the IELTS Test Report Form verification online service
- TOEFL online score verification service will be utilised to verify the applicants submitted report form
- Cambridge English Language Assessment verification services to validate the applicant's Cambridge English examination results
- The PTE Academic online score reporting system to view score reports and listen to applicant's personal introductions
- The photograph on the Test Reports will be verified with the applicant's passport photo.

If an applicant is found to have submitted fraudulent English language proficiency documentation, SCEI-HE reserves the right to dismiss the application or withdraw the letter of offer.

Table 3: ATAR of 65 equivalent grade by country

COUNTRY	QUALIFICATION	MINIMUM ENTRY REQUIREMENTS
China	GaoKao	Successful completion of the National College Entrance Examination (GaoKao) with a minimum of 65%
	Peoples Republic of China Senior Middle School Graduation Certificate	in addition to the completion of High School studies, one of the following are required • Grade average of 80 in the final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one-year study at a recognised tertiary higher education institution
Colombia	Columbian Bachillerato	in addition to the completion of High School studies, one of the following are required • Final year grade of 88, plus an overall score on the National Aptitude Test of 300-349, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one year study at a recognised tertiary or higher education institution.
India	Central Board of Secondary Education (CBSE) or Council for the Indian School Certificate Examinations (CISCE) Year 12 examination results	An average of 60% in their best of 4 academic subjects in a relevant stream, including English, if necessary (but not a local language), with an overall First Division (60%+).
	Indian State Board of Education Board Year 12 examination results, other than PSEB and HSEB	A average of 65% in their Best of 4 academic subjects in a relevant start, including English if necessary (but not a local language), with an overall First Division (60%+)
	Punjab State Education Board (PSEB) and Haryana State Education Board (HSEB) Year 12 Examination	A average of 70% in their best of 4 academic subjects in a relevant stream, including English if necessary (but not local language), with and overall First Division (60%+)
	National Institute of Open Schooling (NIOS) year 12 examination results	Must have achieved a minimum average of 70% in their best of 4 academic units in a relevant stream, including English, if necessary (but not a local language), with an overall First Division (60%+)
Kenya	Kenya Certificate of Secondary Education (KCSE)	Grade average of C+ or higher
	General Certificate of Education (GCE) A Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level Subject, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)

Lebanon	Lebanese Baccalaureate	Overall grade of 10 in the final year results
	National Institute of Open Schooling (NIOS) year 12 examination results	A average of 70% in their best of 4 academic subjects in a relevant stream, including English if necessary (but not a local language), with an overall First Division (60%+)
Malaysia	STPM or GCE 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	Malaysian Independent Chinese Secondary Schools Unified Examination Certificate	Average score of 14 from a maximum 10 units. (Where A1=8, A2=7, B3=6, B4=5, B5=4, B6=3, C7=2, C8=1)
Mauritius	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Nepal	Nepalese Higher Secondary Certificate (HSC) administered through the Higher Secondary Education Board (HSEB) or Nepal Education Board (NEB) year 12	Must have achieved equivalent to a minimum average of 65% across their 'Best of 4' academic subjects, including English (but not including Nepali) or NEB Year 12 results of either a GPA of 2.41 or 2.61, i.e. equivalent to 60% or 65%+ result in four academic subjects in a relevant stream
Nigeria	West African Advanced Certificate of Secondary Education	Grade C4 or above in 5 subjects including; C4 in Mathematics and English, or Grade A-B in 2 subjects including C4 in Mathematics and English
	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g.A=2.5)
Pakistan	General Certificate of Education 'A' Levels	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
	Pakistani Higher Secondary School Certificate or Intermediate Certificate (Pre-Eng. & Pre-Med streams only)	Grade average of 50 in final year results (Pre-Eng. & Pre-Med streams only)
	Pakistani Higher Secondary School or Intermediate Certificate (Humanities & Science Streams)	in addition to the completion of High School studies • Grade average of 70 in final year results, or • Successful completion of a recognised pre-tertiary or foundation program, or • Successful completion of one year study at a recognised tertiary or higher education institution
Philippines	Philippines National Secondary Aptitude Test (NSAT)	• Successful completion of a recognised pre-university foundation program, or • Successful completion of one year of study at a recognised tertiary or higher education institution in addition to completion of senior high school, or • Successful completion of a Senior Secondary High School Test with a minimum grade of 75%.
Sri Lanka	General Certificate of Education Advanced Level	Aggregate of 4 in the best 3 A Level or combination of A and AS Level units, whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5)
Thailand	Certificate of Secondary Education, or Matayom 6	GPA of 2.0
Vietnam	Secondary Vocational School Certificate or Diploma of General Education	Hold an average grade of 8/10
Zimbabwe	GCE 'A' Levels, or Zimbabwe General Certificate of Education at Advanced Levels ('A' Levels)	• Aggregate of 4 in the best 3 A Level or combination of A and AS Level units. whereby A=6, A=5, B=4, C=3, D=2, E=1 (AS Levels are equivalent to half points, e.g. A=2.5) • Successful completion of the ZIMSEC A Level Certificate with a minimum 3 passes in principal subjects

Orientation

Prior to commencing their studies all new students must attend a compulsory orientation session before starting their course. You will receive an email from Student Support Officer with the date, time and venue shortly after enrolment confirmation (and CoE issuance for international students). The session covers essential topics including:

- course structure and assessments
- academic policies, support services and - progression rules
- campus facilities, safety and emergency procedures
- student rights, responsibilities and visa conditions (international students)
- living and studying in Australia

Attendance is mandatory and recorded. Failure to attend may delay your course start and could affect your enrolment or student visa. If you cannot attend due to exceptional circumstances, contact Student Support Officer immediately for an alternative arrangement.

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 Support Officer 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 Support Officer.

Credit for Prior Study or Experience

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

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

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

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

How to Apply

All applications for credit transfer must be completed on the Advanced Standing RPL Credit Transfer Application HEROR01.

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

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

Evidence for Application of Credit

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

Prior Study

- Certified Academic Transcript

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

- Explanation of Results

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

- Unit/Subject/Course Outline

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

Prior Experience/RPL

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

Examples that count toward credit for prior experience/RPL:

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

The following documents can support your application for RPL:

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

Maximum Allowable Credit

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

Bachelor qualification is:

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

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

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

For more information refer to the Unit Credit and Recognition of Prior Learning Policy and Procedure HEPP67.



Fees and Charges

All students are expected to pay for their course tuition fees upon enrolment and prior to commencement of each semester.

Tuition and non-tuition fees are subject to annual review and increase by SCEI-HE. The exact tuition fees that you will pay for your specific enrolment in any given semester will be set out in your Student Invoice. Your invoice will be generated and available within forty-eight hours, from submitting of your subject enrolment selection.

Please be aware that penalties apply for unpaid fees.

Please go to https://scei-he.edu.au/fees-fee-help for a schedule of course fees. General additional charges are as per the table below.

CHARGES (as of November 2025)	
Charge Type	**Fee**
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 Additional Placement	$250 Per Week
Re-taking Assessments	$250 Per Week
Late Payment of Fees	$200
Other letters (confirmation of Holiday/ Studies, 50% Course Progress, etc.)	$50 Per Letter
Re-issue Student ID Card	$30
Reinstatement of Enrolment	$300
Deferment Administration Fee	$300
Withdrawal Administration Fee	$300
Change of Course	$300
Course Extension Fee	$300
Units Outline/Course Syllabus	$300

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

- 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 Support Officer.

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

The amount of any refund will be determined based on whether a student has paid tuition fees and subsequently withdraws from the course before the official 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 Support Officer. 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 Support Officer.

For further information refer to Refund Policy and Procedure HEPP25.

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

Learning Management System (LMS)
When a student commences their course of study, they will receive a web-site address and password to log into Moodle, SCEI-HE's LMS. 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 unit 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 courses marking rubric.

The assessment tasks for each unit will be provided in the unit outline.

Assessment methods and the criteria by which assessments are judged will be explicit and appropriately defined. 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
- Test
- Essay
- Portfolio
- Video
- Examination
- Poster Presentation
- Forum
- Professional Practices Placement
- Written Report



Submission of Assessment Tasks
Assessments should be submitted electronically through Moodle. Students must declare any use of Generative AI tool. The declaration is mandatory.

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 Support Office 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 the Course Coordinator. 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.

Where an extension of more than 7 days is needed, please apply for Special Consideration. Extension of more than 2 days is approved by the Course Coordinators. Extension of more than 7 days is approved by the Academic Director.

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 SCEI-HE

Southern Cross Education Institute Higher Education (SCEI-HE) is registered to provide higher education bachelor and graduate diploma courses at its Melbourne and Adelaide campuses. The Institute's TEQSA Provider ID PRV14066 and CRICOS Provider Code is 03739K. The Current Grading Scheme of the Institute is below:

Grading System Grade	Definition
High Distinction (outstanding performance) Code: HD Mark range: 80% - 100%	· 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%	· 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: CR Mark range: 60% - 69%	· 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%	· 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
Pass Grade Only Code: PGO	· Meets the established learning outcomes and professional standards (if relevant) for the unit of study or professional practice placement. · No higher grading is available for an assessment.
Fail Grade Only Code: NGO	· Fails the established learning outcomes and professional standards (if relevant) for the unit of study or professional practice placement.
Fail (unsatisfactory performance) Code:N Mark range: 0% - 49%	· 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 Hurdle Code: NH	· Fails to meet the unit mandatory hurdle requirements.
Fail - No Assessment Submitted Code: NS Mark range: 0	· Did not present any work for assessment, to be considered as a fail
Advanced Standing Code: AS Mark range: Not Applicable	· Credit has been granted for the subject of study following an application for Advanced Standing
Result Withheld Code: RW Mark range: Not Applicable	· 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

Grading System Grade	Definition
Withdraw with Academic Penalty Code:WWP Mark range: Not Applicable	• 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	• 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	• Student has withdrawn from a course before the Census Date
Professional Practice / Fieldwork / Work Placement	• 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 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 in Early Childhood Education have completed a minimum of 60 days of supervised placement across the duration of their course. • Graduates of the Master of Social Work have completed a minimum of 1000 hours of fieldwork/ industry placements over two separate supervised placements. Completion of both placements meets the requirements of the Australian Association of Social Work (AASW). • 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.

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

All students are required to use the APA referencing style for all academic work and assessments at SCEI-HE, using the most recent edition of APA guidelines. Please ensure that the latest version of APA referencing standards in all submitted work is applied



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 Support Officer 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.

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).
- Numeracy
- English Language
- Research skills (how to search efficiently and effectively using online library)
- Oral presentations
- Reflective writing and journalling
- 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.

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.

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
All SCEI-HE students, including those at both Melbourne and Adelaide campuses, can access support for legal matters by contacting the Student Counsellor first. These staff will listen to your concern, provide initial guidance, and refer you to appropriate specialist services.

Victoria (Melbourne Campus):

- The Study Melbourne Hub offers free, confidential legal advice on accommodation and employment issues, and support for financial, wellbeing, and education provider matters.
- Services include career development, social events, and study support.
- Phone: 1800 056 449

South Australia (Adelaide Campus):

- Free legal services for students are available throughout the year, including advice on tenancy, employment, discrimination, fines, and more.
- Adelaide Legal Outreach Service: Covers a wide range of legal issues; appointments required.
- Equal Opportunity Legal Advice Service: Help with discrimination, harassment, and related matters.
- Flinders Legal Centre: Free advice by appointment; covers tenancy, employment, disputes, etc..
- South Australian Legal Services Commission also offers statewide help: 1300 366 424.
- StudyAdelaide provides information and refers international students to suitable support.

For both states, if you are unsure where to go, reach out to Student Counsellor first. All enquiries are confidential, and students are encouraged to seek advice promptly regarding any legal concerns.



Facilities and 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.

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 Support Officer 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, Safety and Cultural Awareness

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.

Cultural Awareness and Life in Australia

At SCEI-HE, we value the unique backgrounds of every member of our community. As a student in Australia—whether domestic or international—you are part of an inclusive, multicultural society that upholds fairness, respect, and safety for all.

- **Valuing Diversity:** All students are encouraged to share their backgrounds and traditions while respecting those of others. SCEI-HE promotes equality and inclusion, and we expect everyone to engage with respect, regardless of ethnicity, gender, religion, or identity.

- **Understanding Local Cultures:** Australia's identity includes Aboriginal and Torres Strait Islander peoples—the world's oldest living cultures. Students are invited to learn about, recognise, and respect Indigenous perspectives and contributions to Australian society.

- **Safety and Conduct:** Australian law protects everyone's right to feel safe at study, work, and in the community. Discrimination, harassment, and bullying are not tolerated. Students must follow SCEI-HE's Code of Conduct and Australian law at all times, particularly concerning safety, respectful behaviour, and responsible conduct.

- **Adapting to a New Environment:** Adjusting to life and study can be challenging for anyone. SCEI-HE offers resources to support student wellbeing, adaptation, and cultural adjustment. All students are encouraged to seek support and participate in campus life.

- **Building Community:** Opportunities to get involved in community events, explore Australian customs, and meet people from diverse backgrounds enrich the study experience for all students.

For support relating to cultural adjustment, safety, or any wellbeing concerns, contact the Student Support Team. Everyone at SCEI-HE is responsible for contributing to a safe, welcoming, and culturally aware learning environment.

Health and Safety

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 Occupational Health and Safety Policy HEPP26.

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 Student Code of Conduct HEPP07.

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



Deferment, Suspension and Withdrawal

Deferment, Suspension and Withdrawal by Student

Deferment (postponing the start of your course)

International Students:
If you have accepted your offer and received your Confirmation of Enrolment (CoE) but something serious happens before your course actually begins, you can apply to defer (delay) your start date. You must apply before the commencement of the study period you were originally going to start. If your deferment is approved, you will not get any academic or financial penalty, and we will issue you a new CoE with the later start date. Common accepted reasons include serious illness, family emergencies, visa delays, or major events in your home country. Always attach supporting documents and apply as early as possible.

Domestic Students
If you have accepted your offer and received your Verification of Enrolment (VoE) but something serious happens before your course actually begins, you can apply to defer (delay) your start date. You must apply before the commencement of the study period you were originally going to start. If your deferment is approved, you will not get any academic or financial penalty. We will issue you a new VoE with the later start date. Common accepted reasons include serious illness, family emergencies, or major events. Always attach supporting documents and apply as early as possible.

Suspension (temporarily pausing your course while it is running)

International Students
If you have already started studying and a very difficult situation suddenly happens; you can apply to suspend (take a break from) your studies for a period of time. This is only approved for compassionate or compelling circumstances, such as serious illness or injury, death of a close family member (parent, grandparent, sibling, spouse – death certificate needed), a traumatic event that forces you to return home, or a natural disaster/ political crisis in your home country. Suspension is usually granted for up to 6–12 months depending on your situation.

Please note that suspending your enrolment normally means your student visa will be affected, and you may need to return home during the break.

Domestic Students
If you have already started studying and a very difficult situation suddenly happens; you can apply to suspend (take a break from) your studies for a period of time. This is only approved for compassionate or compelling circumstances, such as serious illness or injury, death of a close family member (parent, grandparent, sibling, spouse – death certificate needed), a traumatic event, or a natural disaster/political crisis. Suspension is usually granted for up to 6–12 months depending on your situation.



Withdrawal (permanently leaving your course)

International Students:
If your circumstances are so serious that you cannot continue your studies at all, you may apply to cancel (withdraw from) your enrolment completely. The same compassionate or compelling reasons apply (serious illness, bereavement, major crisis at home, etc.). Cancelling your enrolment will end your CoE and you may need to leave Australia within 28 days unless you arrange a different visa.

Domestic Students
If your circumstances are so serious that you cannot continue your studies at all, you may apply to cancel (withdraw from) your enrolment completely. The same compassionate or compelling reasons apply (serious illness, bereavement, major crisis at home, etc.).

Suspension or Cancellation by SCEI-HE

SCEI-HE can suspend or cancel a student's enrolment under the following circumstances:

- The student has not achieved satisfactory progress in accordance with the Student Monitoring, Progress and Exclusion Policy and Procedure HEPP29.
- Failure to pay required tuition fees by the specified deadline, in accordance with the Student Fees and Refund Policy.
- The student has been found to be in breach of the following policies, rules or legislation:
  - Student Conduct Policy HEPP07
  - Academic Integrity Policy and Procedure HEPP01
  - Federal or State laws

Important reminder to international student about your student visa
Whether you defer, suspend, or cancel, SCEI-HE is required by Australian law (National Code Standard 9) to report the change to the Department of Home Affairs through PRISMS. This will affect your student visa. We will always explain exactly what will happen to your visa and help you understand your options (for example, returning home or applying for a new visa) before we process any request.



Policies

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.

Please go to the policy web page for institute policies and forms.

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 ICT Management Policy and Procedure HEPP50.

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.
- Minor Academic Misconduct
- Moderate Academic Misconduct
- 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 Academic Misconduct Policy and Procedure HEPP02.

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 Student Monitoring Progress and Exclusion Policy and Procedure HEPP29.

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.

Student Attendance

80% attendemce is required to courses with professional r accreditation requirements, or where attendance is critical to course outcomes. For other courses, attendance is monitored to support progress but is not mandatory unless specified for further information refer to International Student Attendance Recording, Monitoring and Reporting Policy and Procedure HEPP70.



Formal Complaint or Grievance

1. Formal complaints or grievances should be submitted in writing to the Student Support Officer. 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 Support Officer 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

Victorian Equal Opportunity and Human Rights Commission - Victorian Equal Opportunity and Human Rights Commission | Victorian Equal Opportunity and Human Rights Commission (updated

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 Privacy Policy HEPP34.

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 Records Management Policy and Procedure HEPP33.

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.



Notes

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

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