Southern Cross Education Institute

Explore Your Future

Domestic Course Guide 2025

Contents

Find the course for you

Welcome

" It is my pleasure to extend some words of encouragement to all prospective students of Southern Cross Education Institute; selecting a career pathway is no easy task, but getting started is key! "

Maja Young,
Chief Executive Officer

Southern Cross Education Institute (SCEI) has been proudly providing quality education services and a fantastic study experience to both local and international students since 2007.

Our international students not only take home an Australian qualification, but also have the chance to explore this elaborate country.

With campuses in both Victoria and South Australia, we offer a range of vocational programs, specifically in industries experiencing skills shortages.

Whether you plan to study a Certificate or an Advanced Diploma course, you'll be ripe for employment upon completion.

Australia boasts a grand array of job placement opportunities, which you can opt to pursue upon completion of your studies.

In a broader context, SCEI is highly regarded in the industry for many things, but primarily our:

- Strong community links and engagement;
- Diverse student cohorts, and;
- Industry currency of all programs under our scope.

These fundamentals are our guiding principles which have ultimately afforded SCEI a longstanding presence in the Australian vocational education industry. Should you elect to study with us, our devoted staff will work with you to achieve academic progress and reach your full potential.

Diverse people, diverse learning methodologies and diverse placement opportunities will ensure your success.

Maja Young,
Chief Executive Officer

About SCEI

In 2006, Southern Cross Education Institute Pty Ltd was registered with ASIC and an application commenced for registration with VRQA as a VET provider. The approval from VRQA was granted in 2007 for domestic students and CRICOS registration followed in 2008 for international students.

SCEI has established itself as a quality vocational education and training provider offering numerous nationally recognised qualifications from Certificate to Advanced Diploma courses at its two campuses in Melbourne and campus in Adelaide.

- In December 2014, SCEI was accredited by the Australian Nursing and Midwifery Council to deliver Diploma of Nursing.
- In 2015, SCEI become a VET Student Loan provider and has contracts with Skills Victoria to assist students expenses in undertaking particular funded nationally recognised courses.
- SCEI is poised on growth and expansion with approved courses targeting both domestic and international students in the health and community services sector to meet the needs of the industry workforce.
- Our aim is to provide students with highly quality based training in the vocational sector and develop the required industry skills and knowledge for all students. We are committed to provide pleasant environment and required facilities to enable SCEI students acquiring appropriate employability skills to adapt the ever-changing requirements of, the industry, SCEI ensuring each cohort after successfully complete their qualification able to competitive and productive in their chosen industry and flourish in their endeavour.

Why SCEI

High Quality of Training Staff

The SCEI recruitment strategy for trainers and assessors stipulates all trainers must have industry experience for their chosen vocation and Certificate IV in training and assessment with the required address adult language, literacy and numeracy skills unit.

SCEI encourages its staff to work in their relevant industry to maintain their currency and engagement within the industry.

Industry Work Placement

SCEI's main focus and objective has always been to provide strong employment outcomes for its students. Over the past five years, SCEI has focused to health and community courses to support local community and meet industry workforce demands and shortages. SCEI has strong partnerships with a range of host organisations for industry work placement, which often lead to employment outcomes for the students. Feedback from SCEI's host organisations show that our graduates are fully trained and equipped to work in an industry in the most efficient manner. SCEI is very proud to report that employers consistently state that SCEI students have thorough industry knowledge, are highly reliable, competent and dedicated. SCEI's work placement team is proud to offer guaranteed work placement to its students, which proves to be an additional stepping stone to secure employment in the student's chosen field.

Career pathways

SCEI is proud of providing with enriching training opportunities that lead to a great job and career. SCEI has 70% of employment after completing the course, 30% of ratios is applying for further courses.

Our **Vision**

To be regarded by stakeholders as a respected, ethical, innovative and sustainable national quality provider of education and training. SCEI currently has two campuses in Melbourne and one campus in Adelaide.

Our **Mission**

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

Our **Values**

- Professional
- Accountability
- Honesty & Integrity
- Access & Equity
- Strengthening Partnerships
- Team Work
- Quality Education

Aged Care & Disability Services

CHC33021   **Certificate III in Individual Support (Ageing & Disability)**
CHC43015   **Certificate IV in Ageing Support**
CHC43121   **Certificate IV in Disability Support**

CHC33021

Certificate III in Individual Support (Ageing & Disability)

Campus
Melbourne, Adelaide

Duration
Full time on campus - 36 weeks

Work Placement
160 Hours

Overview

This course reflects the role of support worker to able to work in variety of aged-care settings, residential facilities, client's homes and community groups.

Course Entry Requirements

- Successful completion of Year 10 or the equivalent level of study or mature aged entry
- Participate in a Pre-training Review (PTR)
- Undertake a Language, Literacy & Numeracy (LLN) assessment to determine suitability for admission and identify support needs.
- A reasonable level of fitness and flexibility to carry out manual handling
- Moderate level of computer literacy required
- Candidates must be aged 18 or older
- Evidence of full COVID-19 immunisation with the TGA approved vaccine

Work Placement Requirements

- National Police Record Check and/or Police clearance.
- NDIS's check and working with vulnerable people clearance
- Full COVID-19 immunisation (TGA approved)
- Vaccinations which can include COVID, hepatitis A and B, and influenza
- Aged care sector screening clearance

Employment Opportunities

- Aged care worker

Further Study Pathways

- CHC43015 Certificate IV in Ageing Support
- CHC43121 Certificate IV in Disability
- HLT54121 Diploma of Nursing

Units of Competency
CHCCOM005 Communicate and work in health or community services
CHCDIV001 Work with diverse people
HLTWHS002 Follow safe work practices for direct client care
CHCLEG001 Work legally and ethically
CHCAGE013 Work effectively in aged care
CHCDIS020 Work effectively in disability support
HLTINF006 Apply basic principles and practices of infection prevention and control
CHCCCS041 Recognise healthy body systems
CHCCCS031 Provide individualised support
CHCCCS040 Support independence and wellbeing
CHCDIS011 Contribute to ongoing skills development using a strengths-based approach
CHCCCS038 Facilitate the empowerment of people receiving support
CHCAGE011 Provide support to people living with dementia
CHCPAL003 Deliver care services using a palliative approach
CHCDIS012 Support community participation and social inclusion

CHC43015

Certificate IV in Ageing Support

Campus
Melbourne, Adelaide

Duration
Full time on campus - 60 weeks

Work Placement
160 Hours

Overview

This coure reflects the role of support workers who complete specialised tasks and functions in aged services; either in residential, home or community based environments.

Course Entry Requirements

- Candidates must be aged 18 or above
- Successful completion of Year 11 or the equivalent level of study or mature aged entry
- Participate in a Pre-training Review (PTR)
- Undertake a Language, Literacy & Numeracy (LLN) assessment to determine suitability for admission and identify support needs
- Moderate level of computer literacy required
- A reasonable level of fitness and flexibility to carry out manual handling
- Evidence of full COVID-19 immunisation with the TGA approved vaccine

Work Placement Requirements

- National Police Record Check and/or Police clearance.
- NDIS's check and working with vulnerable people clearance
- Full COVID-19 immunisation (TGA approved)

Employment Opportunities

- Aged Care Activity Worker
- Care Service Team Leader
- Care Supervisor (Aged Care)

Further Study Pathways

- HLT54121 Diploma of Nursing
- CHC52015 Diploma of Community Services

Units of Competency
CHCADV001 Facilitate the interests and rights of clients
CHCAGE001 Facilitate the empowerment of older people
CHCAGE003 Coordinate services for older people
CHCAGE004 Implement interventions with older people at risk
CHCAGE005 Provide support to people living with dementia
CHCCCS006 Facilitate individual service planning and delivery
CHCCCS011 Meet personal support needs
CHCCCS023 Support independence and wellbeing
CHCCCS025 Support relationships with carers and families
CHCDIV001 Work with diverse people
CHCLEG003 Manage legal and ethical compliance
CHCPAL001 Deliver care services using a palliative approach
CHCPRP001 Develop and maintain networks and collaborative partnerships
HLTAAP001 Recognise healthy body systems
HLTWHS002 Follow safe work practices for direct client care
HLTAID011 Provide First Aid
CHCAGE002 Implement falls prevention strategies
CHCCOM005 Communicate and work in health or community services

Note: If a student has a Disclosable Court Outcome registered against their name, we are unable to assist with placement as an industry will not accept students without a clear record. **This requirement is not negotiable.**

Enquire now:
scei.edu.au

CHC43121

Certificate IV in Disability Support

Campus
Melbourne, Adelaide

Duration
Full time on campus - 36 weeks

Work Placement
120 Hours

Overview

This qualification reflects the role of individuals in a range of community settings and peoples' homes, who provide support in a manner that empowers people with disabilities to achieve greater levels of independence, self-reliance, community participation and wellbeing. Workers promote a person-centred approach, work according to, and may contribute to an individualised plan, and work without direct supervision. They may be required to supervise and/or coordinate a small team. The skills in this qualification must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards, and industry codes of practice.

Course Entry Requirements

- Candidates must be aged 18 or above
- Successful completion of Year 12 or the equivalent level of study or mature aged entry
- Successful completion of:
  - CHC33021 Certificate III in Individual Support (Disability) or
  - CHC33015 Certificate III in Individual Support (Disability) or
  - CHC33015 Certificate III in Individual Support PLUS the CHCSS00125 Entry to Certificate IV in Disability Support Skill Set.
    i. CHCCCS041 Recognise healthy body system
    ii. CHCDIS020 Work effectively in disability support
    iii. HLTINF006 Apply basic principles and practices of infection prevention and control
- Participate in a Pre-training Review (PTR)
- Undertake a Language, Literacy & Numeracy (LLN) assessment to determine suitability for admission and identify support needs
- Moderate level of computer literacy required
- A reasonable level of fitness and flexibility to carry out manual handling

Work Placement Requirements

- National Police Record Check and/or Police clearance
- NDIS's check and working with vulnerable people clearance
- Full COVID-19 immunisation (TGA approved Vaccinations which can include COVID, hepatitis A and B, and influenza
- Disability services employment screening

Employment Opportunities

- Disability Officer Day Support
- Disability Support Officer/Worker
- Senior personal care assistant

Further Study Pathways

- HLT54121 Diploma of Nursing

Units of Competency
CHCLEG003 Manage legal and ethical compliance
HLTWHS003 Maintain work health and safety
CHCCCS044 Follow established person-centred behaviour supports
CHCMHS001 Work with people with mental health issues
CHCDIS019 Provide person-centred services to people with disability with complex needs
CHCDIS018 Facilitate ongoing skills development using a person-centred approach
CHCCCS035 Support individuals' people with autism spectrum disorder
CHCDIS021 Prepare for NDIS support coordination
CHCDIS017 Facilitate community participation and social inclusion
CHCCCS033 Identify and Report Abuse

Note: If a student has a Disclosable Court Outcome registered against their name, we are unable to assist with placement as an industry will not accept students without a clear record. **This requirement is not negotiable.**

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Early Childhood Services

CHC30121   **Certificate III in Early Childhood Education and Care**

CHC50121   **Diploma of Early Childhood Education and Care**

CHC30121

Certificate III in Early Childhood Education and Care

Campus
Melbourne, Adelaide

Duration
Full time on campus - 50 weeks

Work Placement
160 Hours

Overview

This course reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia. You will be trained in supporting children's wellbeing and development in context of an approved learning framework.

Course Entry Requirements

- Participate in a Pre-training Review (PTR)
- Undertake a Language, Literacy & Numeracy (LLN) assessment to determine suitability for admission and identify support needs
- Be physically fit, enjoy being with children, have patience, understanding, energy, adaptability and a willingness to take responsibility

Work Placement Requirements

- National Police Record Check and/or Police clearance.
- Working with Children Check and/or mandatory reporting.
- Full COVID-19 immunisation (TGA approved)

Employment Opportunities

- Early childhood educator
- Out of School Hours Care Educator (OSHC Educator)
- Nanny

Further Study Pathways

- CHC50121 Diploma of Early Childhood Education and Care

Units of Competency
CHCECE030 Support inclusion and diversity
CHCECE031 Support children's health, safety and wellbeing
CHCECE032 Nurture babies and toddlers
CHCECE033 Develop positive and respectful relationships with children
CHCECE034 Use an approved learning framework to guide practice
CHCECE035 Support the holistic learning and development of children
CHCECE036 Provide experiences to support children's play and learning
CHCECE037 Support children to connect with the natural environment
CHCECE038 Observe children to inform practice
CHCECE054 Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
CHCECE055 Meet legal and ethical obligations in children's education and care
CHCECE056 Work effectively in children's education and care
CHCPRT001 Identify and respond to children and young people at risk
HLTAID012 Provide First Aid in an education and care setting
CHCDIV001 Work with diverse people
HLTINF006 Apply basic principles and practices of infection prevention and control
HLTWHS001 Participate in workplace health and safety

Enquire now:
scei.edu.au

CHC50121

Diploma of Early Childhood Education and Care

Campus
Melbourne, Adelaide

Duration
Full time on campus - 57 weeks

Work Placement
280 Hours

Overview

This course reflects the next step and become a room leader. This course is designed and implemented the curriculum that meets the requirements of approved learning framework and maintaining compliance in other area of service operations.

Course Entry Requirements

- Successful completion of CHC30121 Certificate III in Early Childhood Education and Care or CHC30113 Certificate III in Early Childhood Education and Care
- Aged 18 years or above, and
- Participate in a Pre-training Review (PTR)
- Undertake a Language, Literacy & Numeracy (LLN) assessment to determine suitability for admission and identify support needs
- Be physically fit, enjoy being with children, have patience, understanding, energy, adaptability and a willingness to take responsibility
- Moderate level of computer literacy required
- Evidence of full COVID-19 immunisation with theTGA approved vaccine

Work Placement Requirements

- National Police Record Check and/or Police clearance.
- Working with Children Check and/or mandatory reporting.
- Full COVID-19 immunisation (TGA approved)

Employment Opportunities

- Children's services coordinator
- Centre manager (children's services)
- Program leader (children's services)
- Children's adviser
- Group/team coordinator/leader (children's services)
- Childhood educator

Further Study Pathways

- CHC62015 Advanced Diploma of Community Sector Management
- Bachelor of Early Childhood Education

Units of Competency
CHCECE041 Maintain a safe and healthy environment for children
CHCECE046 Implement strategies for the inclusion of all children
CHCECE045 Foster positive and respectful interactions and behaviour in children
CHCPRP003 Reflect on and improve own professional practice
BSBTWK502 Manage team effectiveness
CHCECE042 Foster holistic early childhood learning, development and wellbeing
CHCECE047 Analyse information to inform children's learning
CHCECE043 Nurture creativity in children
CHCECE048 Plan and implement children's education and care curriculum
CHCPOL003 Research and apply evidence to practice
CHCECE049 Embed environmental responsibility in service operations
CHCECE052 Plan service and supports for children and families
CHCECE050 Work in partnership with children's families
CHCECE044 Facilitate compliance in an education and care services
CHCPOL002 Develop and implement policy

Note: If a student has a Disclosable Court Outcome registered against their name, we are unable to assist with placement as an industry will not accept students without a clear record. **This requirement is not negotiable.**

Community Services

CHC52021

Diploma of Community Services

Campus
Melbourne, Adelaide

Duration
Full time on campus - 104 weeks

Work Placement
400 hrs consisting of 2 block of 200 hrs each in Term 5 and Term 8

Overview

This course reflects the roles of community services, case management and social housing workers involved in the managing, co-ordinating and/or delivering of person-centred services to individuals, groups and communities

Course Entry Requirements

- Candidates must be aged 18 or above
- Successful completion of Year 12 or the equivalent level of study or mature aged entry
- Participate in a Pre-training Review (PTR)
- Undertake a Language, Literacy & Numeracy (LLN) assessment to determine suitability for admission and identify support needs
- Moderate level of computer literacy required
- A reasonable level of fitness and flexibility to carry out manual handling
- Evidence of full COVID-19 immunisation with the TGA approved vaccine

Work Placement Requirements

- National Police Record Check and/or Police clearance.
- NDIS's check and working with vulnerable people
- clearance
- Full COVID-19 immunisation (TGA approved)

Employment Opportunities

- Welfare support worker
- Community service case worker
- Community service case manager

Further Study Pathways

- Advanced Diploma of Community Sector Management
- Bachelor of Human and Community Services

Units of Competency
CHCLEG003 Manage legal and ethical compliance
HLTWHS003 Maintain work health and safety
CHCDIV001 Work with Diverse People
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCDEV005 Analyse impact of sociological factors on clients in community work and services
CHCCCS004 Assess-existing needs
CHCDEV004 Confirm client developmental status
CHCPRP003 Reflect on and improve own professional development practice
CHCCCS038 Facilitate the empowerment of people receiving support
CHCCSL001 Establish and confirm the counselling relationship
CHCCCS033 Identify and report abuse
CHCDFV001 Recognise and respond appropriately to domestic and family violence
CHCMGT005 Facilitate workplace debriefing and support processes
CHCCCS007 Develop and implement service programs
CHCADV002 Provide advocacy and representation services
CHCCCS003 Increase the safety of individuals at risk of suicide
CHCAOD004 Assess needs of client with alcohol and other drugs issues
CHCCSM013 Facilitate and review case management
CHCCCS019 Recognise and respond to crisis situations
CHCCDE027 Implement community development strategies

Note: If a student has a Disclosable Court Outcome registered against their name, we are unable to assist with placement as an industry will not accept students without a clear record. **This requirement is not negotiable.**

Enquire now:
scei.edu.au

CHC62015

Advanced Diploma of Community Sector Management

Campus
Melbourne, Adelaide

Duration
Full time on campus - 66 weeks

Work Placement
200 Hours

Overview

This course reflects the role of workers who are middle managers or managers across a range of community sector organisations. You will be trained to work independently and report to executive management, directors or boards of management.

Course Entry Requirements

- Applicants must be aged 18 or above
- Applicants must show adequate evidence of competency in communication skills in their pre-enrolment LLN testing.
- Completion of Diploma of Nursing, Diploma of Community Services, Diploma of Counselling, Diploma of Early Childhood, Diploma of Project Management or Diploma of Mental Health before commencing this Advanced Diploma program, OR
- Current work experience in a related industry supported by evidence of employment and position description
- Evidence of full COVID-19 immunisation with the TGA approved vaccine
- Participate in a Pre-training Review (PTR)
- Undertake a Language, Literacy & Numeracy (LLN) assessment to determine suitability for admission and identify support needs
- Moderate level of computer literacy required

Work Placement Requirements

- National Police Record Check and/or Police clearance.
- NDIS's check and working with vulnerable people clearance
- Full COVID-19 immunisation (TGA approved)

Employment Opportunities

- Centre manager
- Community care manager
- Community services manager
- Program area manager
- Coordinator

Further Study Pathways

- Bachelor of Human and Community Services
- Bachelor of Community Welfare
- Bachelor of Social Science

Units of Competency
CHCDIV003 Manage and promote diversity
CHCLEG003 Manage legal and ethical compliance
CHCMGT001 Develop, implement and review quality framework
CHCMGT003 Lead the work team
BSBFIM601 Manage finances
BSBINN601 Lead and manage organisational change
BSBMGT608 Manage innovation and continuous improvement
BSBRSK501 Manage risk
CHCPOL003 Research and apply evidence to practice
CHCPRP003 Reflect on and improve own professional practice
CHCMGT005 Facilitate workplace debriefing and support processes
CHCPOL002 Develop and implement policy
CHCPRP004 Promote and present the service

Note: If a student has a Disclosable Court Outcome registered against their name, we are unable to assist with placement as an industry will not accept students without a clear record. **This requirement is not negotiable.**

Enquire now:
scei.edu.au

Health Services

HLT37215   **Certificate III in Pathology Collection**

HLT54121   **Diploma of Nursing**

Is this course right for you?

- I'm interested in health care
- I want to learn how to take blood
- I want to practice alongside a phlebotomist in a clinical workplace
- I want to earn a nationally recognised qualification

Start your journey now with SCEI

scei.du.au

HLT37215

Certificate III in Pathology Collection

Campus
Melbourne, Adelaide

Duration
Full time on campus - 32 weeks

Work Placement
35 Hours

Overview

This course reflects the role of pathology collectors. You will be trained on taking blood samples, various swabs and electrocardiograms for patients requiring pathology tests.

The course includes performing live bleeds in class and on work placement, giving you the hands-on skills to succeed in industry. The student will be required to be a model during the practical session during blood taking, and ECG's.

Course Entry Requirements

- Candidates must be aged 18 or above
- Successful completion of Year 10 or the equivalent level of study or mature aged entry
- Participate in a Pre-training Review (PTR)
- Undertake a Language, Literacy & Numeracy (LLN) assessment to determine suitability for admission and identify support needs
- Moderate level of computer literacy required
- Evidence of full COVID-19 immunisation with the TGA approved vaccine

Work Placement Requirements

- National Police Record Check and/or Police clearance.
- Working with Children Check
- Immunisation records
- Record of vaccinations (from home country)
- Full COVID-19 immunisation (TGA approved)

Employment Opportunities

- Pathology collector

Further Study Pathways

- HLT54121 Diploma of Nursing

Units of Competency
CHCCOM005 Communicate and work in health or community services
CHCDIV001 Work with diverse people
HLTINF006 Apply basic principles and practices of infection prevention and control
HLTPAT001 Identify and respond to clinical risks in pathology collection
HLTPAT002 Perform venous blood collections
HLTPAT004 Collect pathology specimens other than blood
HLTWHS001 Participate in work health and safety
BSBCUS201 Deliver a service to customers
BSBMED301 Interpret and apply medical terminology appropriately
HLTPAT003 Perform capillary collection
HLTAID011 Provide first aid
HLTCAR001 Perform electrocardiology (ECG)
HLTPAT006 Receive, prepare and dispatch pathology specimens
HLTAAP001 Recognise healthy body systems

Note: If a student has a Disclosable Court Outcome registered against their name, we are unable to assist with placement as an industry will not accept students without a clear record. **This requirement is not negotiable.**

Enquire now:
scei.edu.au

HLT54121

Diploma of Nursing

Campus
Melbourne, Adelaide

Duration
Full time on campus - 85 weeks

Work Placement
400 Hours

Overview

This course reflects the role of an enrolled nurse working under the direct or indirect supervision of a registered nurse. Enrolled nurses provide nursing care for people across the health care continuum and at all stages of life. This course is accredited by the Nursing and Midwifery Board of Australia (NMBA). Upon completing your studies, you will be eligible to register as an enrolled nurse with the NMBA.

The student will be required to be a model during the practical session for palpation, blood taking, blood pressure monitoring and blood glucose level monitoring.

Course Entry Requirements

- Successful completion of Year 12 or the equivalent level of study
- Applicants must be aged 18 or above
- Participate in a Pre-training Review (PTR)
- Undertake a literacy and numeracy (LN) assessment to determine suitability for admission and identify support needs.
- Moderate level of computer literacy required
- Meet the entry criteria set by the Australian Nursing and Midwifery Accreditation Council which states that all All students entering this course must demonstrate they have achieved the Nursing and Midwifery Board of Australia (NMBA) a specified level of English language skills, prior to commencing the course.

English Language Requirements

- English is the student's primary language: supported by evidence of completion of at least six (6) years of primary and secondary education taught and assessed in English in one of the recognised countries*, OR
- English is NOT the student's primary language: The student has achieved the required minimum scores in one of the following English language tests:
- IELTS (academic module) with a minimum overall score of 7 and a minimum score of 7 in each of the four components (listening, reading, writing and speaking), OR
- Evidence of OET with a minimum score of B in each of the four components (listening, reading, writing and speaking), OR
- Evidence of PTE Academic with a minimum overall score of 65 and a minimum score of 65 in each of the four communicative skills (listening, reading, writing and speaking), OR
- TOEFL iBT with a minimum total score of 94 and the following minimum score in each section of the test: 24 for listening, 24 for reading, 27 for writing, and 23 for speaking.

Recognised country means one of the following: Australia, Canada, New Zealand, Republic of Ireland, South Africa, United Kingdom, United States of America

Work Placement Requirements

- National Police Record Check and/or Police clearance.
- Working with Children Check
- NDIS's check and working with vulnerably people clearance.
- Full COVID-19 immunisation (TGA approved)

Employment Opportunities

- Enrolled Nurse

Further Study Pathways

- Bachelor of Nursing (at a higher education provider University)
- HLT64121 Advanced Diploma of Nursing

Units of Competency
HLTENN035 Practise nursing within the Australian health care system
HLTENN041 Apply legal and ethical parameters to nursing practice
HLTINF006 Apply basic principles and practices of infection prevention and control
HLTWHS002 Follow safe work practices for direct client care
HLTENN036 Apply communication skills in nursing practice
HLTAAP002 Confirm physical health status
HLTAID011 Provide first aid
BSBPEF402 Develop work Priorities
HLTAAP003 Analyse and respond to client health information
HLTENN037 Perform clinical assessment and contribute to planning nursing care
HLTENN038 Implement, monitor and evaluate nursing care
HLTENN045 Implement and monitor care of the older person
HLTOHC009 Apply and use basic oral health products
CHCPRP003 Reflect on and improve own professional practice
CHCDIV001 Work with diverse people
HLTENN040 Administer and monitor medicines and intravenous therapy
HLTENN057 Contribute to nursing care of a person with diabetes
HLTENN042 Implement and monitor care for a person with mental health conditions
HLTENN044 Implement and monitor care for a person with chronic health conditions
HLTENN047 Apply nursing practice in the primary health care setting
HLTENN043 Implement and monitor care for a person with acute health conditions
HLTENN068 Provide end of life care and a palliative approach in nursing practice
HLTENN039 Apply principles of wound management
CHCPOL003 Research and apply evidence to practice
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety

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Enquire now:
scei.edu.au

Melbourne Campuses 📍

The Melbourne (Head Office) Campus is located ten minutes by car from the Melbourne CBD with free street parking and is very well serviced by public transport.

The campus facilities include modern, air-conditioned training rooms, library, free WiFi access, computer rooms, simulated learning environments, kitchen and meals area, quiet study area and meeting rooms.

Campus Contact Details

155 - 161 Boundary Road, North Melbourne, VIC 3051, Australia

Phone : +613 9602 4110
Email : info@scei.edu.au

Campus Contact Details

41 Boundary Road, North Melbourne, VIC 3051, Australia

Phone : +613 9602 4110
Email : info@scei.edu.au

Adelaide Campus 📍

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

The campus facilities include modern, air-conditioned training rooms, library, free WiFi access, computer rooms, simulated learning environments, kitchen and meals area, quiet study area and meeting rooms.

Campus Contact Details

14-16 Grote Street, Adelaide SA 5000, Australia

Phone : +613 9602 4110
Email : info@scei.edu.au

Skills First Program Funding

Skills First Program is a Victorian Government scheme that helps people access vocational education and training. Through Skills First, quality training providers can successfully compete to meet the needs of students, industry and the economy.

Skills First ensures quality providers can successfully compete to meet the needs of students, industry and the economy.

Skills First is made up of
- high-quality training that students and industry can trust, aligned to industry and workforce needs
- a real voice for industry in training
- funding for high needs learners who need additional support to engage with and succeed in education and training
- access to targeted, relevant training for students in regional areas.

Eligibility Criteria

1. Citizenship/residency

To be eligible for Skills First training, you must be:
- An Australian citizen
- A holder of a permanent visa, or
- A New Zealand citizen

2. Physical present in Victoria or a border region

A student must be undertaking all training and assessment while physically present in:
- the State of Victoria; or
- a border region with one of the following postcodes:

NSW	SA
2546	5262, 5263
2548 - 2551	5267 - 5272
2625 - 2633	5277 - 5279
2640 - 2648	5290, 5291
2650, 2651, 2653, 2655, 2656	5302- 5304
2658 - 2660	5311, 5333, 5340
2700, 2707	5342 - 5345
2710 – 2717	
2720	
2730 - 2739	

3. The '2 Skill Sets in a year' and '2 AQF qualifications in a year' limits

In a calendar year, a student may only commence a maximum of two:
- Skills First subsidised Skill Sets; and
- Skills First subsidised programs that are AQF qualifications.

Do not count the following when determining if a student meets these limits:
- transitioning from a superseded program to the current version of the same program;
- recommencing training in the same program (at either the same or a different provider);
- enrolling in an Apprenticeship (not Traineeship) after having participated in one of the programs identified as a 'Pre-Apprenticeship and Pathway Program' on the Funded Programs Report.
- participation in '22510VIC – Course in Identifying and Responding to Family Violence Risk'; or
- participation in Literacy and Numeracy Support Units.
- participation in 'Plumbing Licence' Skill Sets as identified on the Funded Programs Report.

4. The '2 at a time' limit

A student may only commence a maximum of 2 Skills First subsidised programs at any one time.

Do not count the following when determining if a student meets this limit:
- '22510VIC – Course in Identifying and Responding to Family Violence Risk'; or
- Literacy and Numeracy Support Units

Eligibility for Foundation Skills programs
- A student is not eligible for a Foundation Skills Program if they:
- hold an AQF qualification issued by an Australian VET or higher education provider that is at AQF level 5 (Diploma) or higher.
- are enrolled in the Commonwealth Government's 'Skills for Education and Employment' program.

Eligibility exemptions

You may only exempt a student from the eligibility requirements in accordance with Part C of Schedule 1 of the Contract. You must sight and retain evidence of a student's eligibility to receive an exemption as specified in Part C of Schedule 1 of the Contract or in clause 2.6 of these Guidelines

VET Student Loans Funding

Southern Cross Education Institute is an approved provider for VET Student Loans (previously VET FEE-HELP Loan Scheme). To be eligible to apply for a VET Student Loan, prospective student must meet the:
- qualification entry and academic suitability requirements, and
- Complete a pre training review with SCEI's nominated officer
- VET STUDENT LOANS eligibilities

For more information about VET Student Loans, you must read the VET Student Loans Information Booklet issued by the Australian Government.

More information for <u>FEE HELP Limit or maximum loan amounts</u> and <u>loan repayments</u> can be found at <u>www.studyassist.gov.au.</u>

1. Qualification entry requirements and academic suitability

Each qualification offered by SCEI has specific entry requirement that a prospective student must meet. There are listed on the SCEI website. The course information also includes:
- including course structure,
- entry requirements (example prior qualifications, industry experience)
- addition requirements (police clearances, vaccinations, work with children check etc.)
- course content and outcomes,
- fees,
- delivery and assessment arrangements
- work placement (if applicable)

A prospective student must also meet the academic suitability by providing evidence that they have completed:
- Providing their Australian Year 12 Certificate or
- Providing their International Baccalaureate Diploma Programme (IB) diploma or
- Providing evidence of successful completion of a qualification that has been delivered in English and:
  - was at level 4 or above in the Australian Qualifications Framework (that is Certificate IV or higher qualification), or at a level in a framework that preceded the AQF that is equivalent to level 4 or above in the AQF, or
  - has been assessed by a federal, state or territory government agency which assesses overseas qualifications (or an organisation contracted by such an agency to undertake such assessments) as equivalent or comparable to: a qualification at level 4 or above in the Australian Qualifications Framework, or a qualification at a level in a framework that preceded the AQF that is equivalent to level 4 or above in the AQF, or

- Displaying competence at or above Exit Level 3 in the Australian Core Skills Framework in both reading and numeracy through an approved Language, Literacy and Numeracy test (and the provider reasonably believes the student displays that competence).

2. Pre-Training Review

- All domestic students seeking to enrol for study at SCEI are required to complete a Pre-training review (PTR) and Language, Literacy, and Numeracy (LLN) assessment prior to the enrolment in order to achieve the student intended outcomes.
- LLN Robot is the LLN assessment tool approved by the Australian Government for assessing a student's competency in reading and numeracy against the Australian Core Skills Framework.
- SCEI nominated officer will provide the prospective student with log-in details and instructions to access the LLN Robot. This LLN assessment tool may take 30 – 40 minutes to complete, and a report indicating your achieved ASCF level will be available on completion. To be able to access VET Student Loans, you must demonstrate competence in the ACSF at Level 3. The results of your LLN test will be formally communicated to you as soon as practicable after the assessment. A copy of your LLN test results will be retained into SCEI Student Management System for at least five (5) years after you enrol and will be made available to the Australian Government on request.
- SCEI will use the results from the LLN assessment to form a reasonable opinion that a student is, or is not academically suited to undertake the chosen VET course for study. There may be occasions where it is suggested that you undertake an alternative course based on these results and your career goals.
- Upon completion of the LLN Assessment the prospective student will be asked a serious of questions as part of your pre training review process to determent their specific needs and suitability for the qualification prior to enrolment.

3. VET Student Loans Eligibility

a) Meet the citizen and residency eligibility
an Australian citizen or
- a qualifying New Zealand Special Category Visa holder, who meets the long-term residency requirements (refer to the glossary) or
- a permanent humanitarian visa holder who is usually resident in Australia or
- a pacific engagement visa holder who is usually resident in Australia

b) Meet the Enrolment and Loan Application and Requirements:
- Enrolling with an approved course provider in an approved course
- Undertaking the course primarily at a campus in Australia
- Note: A student is not entitled to a VET Student Loan if the course is undertaken by the student primarily at an overseas campus [Act s 10(2)]. Similarly, if the student intends on studying overseas via distance education for their entire course, they will not meet the requirement to undertake the course primarily at an Australian campus.
- Has a HELP balance that is more than $0 (that is, has not used all their HELP loan limit)
- Meet the Tax File Number (TFN) requirements – that is, include the student's tax file number or a certificate from the Commissioner stating that the student has applied for a tax file number
- Have the student's Unique Student Identifier (USI)
- Read and Understand on the VET Student Loans Information Booklet

c) Administrative Requirements:
There are other important administrative requirements that you need to be aware of when applying for VET Student Loans. SCEI will collect and verify your identity, date of birth and eligibility. Please ensure that you
- Are enrolled prior to the commencement of the qualification or unit/s of study.
- Review, Complete and submit a valid Request for a VET Student Loan eCAF before the first Census Date of the classes through Australia Government eCAF System. You will receive an email from the Australian Government allowing you to sign into the eCAF System. You will be required to sign-in, verify your information and complete the mandatory fields prior to submission of your application for access to VET Student Loans. You must read the VET Student Loans Information Booklet for more information before you apply for a VET Student Loan.

d) Once you are deemed eligible to access a VET Student Loan:
- You will receive a Confirmation of Enrolment issued by SCEI as well as a statement of Covered Fees of the course in which you are enrolled. This statement will include the tuition fees associated to your enrolment, tuition fees covered by the VET Student Loans up to the capped amount, the amount not covered by the VET Student Loans that must be paid or set up a payment plan with our Account Team prior to the start of your classes and census dates relevant to your enrolment.
- SCEI will provide a 'cooling off' period. Your request can only be processed after two (2) business days following your enrolment into the unit/s of study for the qualification.
- A VET Student Loan Fee Notice 14 days prior to census date The VET Student Loan Fee Notice will give you notice of the part of the course in which you have enrolled into and, a Government loan fee amount that may apply to you.

e) Once you have been approved with a VET Student Loan
- You will also receive a Commonwealth Assistance Notice within 28 dates from the Census date for the course or part thereof and for which you have accessed a VET Student Loan.
- You will be required to communicate your agreement to the Australian Government during the course of your study to continue to access the VET Student Loans program for payment of your tuition fees in the course in which you have enrolled.
- Submit your VET Student Loan progression form
    i. You must complete all progression forms issued by the Government. They're issued in February, June and October of each year.
    ii. The Department will send an email to your nominated email account when it's time to complete your progression forms.
    iii. You have 14 days to complete the progression form. However, if you missed the deadline or if you made a mistake in the way you responded on the form contact us. We can initiate a new Progression form immediately. Once submitted correctly your VET Student Loan eligibility continues and you can continue study using the VETSL to defer your fees.
    iv. Relevant Links: https://www.dewr.gov.au/vet-student-loans/resources/vet-student-loans-information-booklet
    v. If you don't submit your progression forms, your VET Student Loan will be cancelled, and you'll need to pay your tuition fees to SCEI.

f) Government Loan Fee Amount
A Government loan fee amount may apply to you if you are a full fee paying student. This loan fee amount is 20% and will be added to the HELP debt amount for the course.

g) Loan Caps
VET Student Loans are only available for approved courses at the diploma, advanced diploma, graduate certificate and graduate diploma level that are specified by the VET Student Loans (Courses and Loan Caps) Determination 2016.

The courses and loan caps determination specifies the courses for which VET Student Loans may be granted, sets the maximum loan amounts for those courses and provides for the annual indexation of the maximum loan amounts.

You cannot borrow more than the maximum loan amount for your course. The amount available will be indexed each year. The indexed amounts are available at VET Student Loans.

You can search for VET Student Loans approved courses and find out the maximum loan caps at My Skills.

Approved course providers may charge tuition fees for courses in excess of the loan cap amount, and you may have to pay the gap between the loan amount and the tuition fee as you progress through your course.

Your HELP balance (the amount of your HELP loan limit you have left) is more than $0. This means you have enough HELP loan limit remaining for your proposed studies to be covered by the loan. The HELP loan limit is the limit on how much you can borrow. Any borrowing under FEE-HELP, VET FEE-HELP, VET Student Loans and, from 1 January 2020, HECS-HELP will count towards your HELP loan limit.

Work Ready Funding

WorkReady allows eligible SA students to enrol in subsidised qualifications (Certificate II through to Advanced Diploma) across a range of industries. Regardless of the qualification level or industry, eligible students are able to access bridging units or learner support services to assist them complete their studies. Additionally, job seekers can access employment programs to connect them with jobs in their local area

Eligibility Criteria

1. Citizenship/residency

A person can participate under Work Ready if they are:
- an Australian or New Zealand citizen
- a permanent Australian resident
- the holder of a state sponsored visa on a pathway to permanent residency (see Eligible visa types)
  - Skilled – Work Regional (subclass 491)
  - Skilled – Regional (Provisional) Visa (subclass 489)
  - Skilled Employer Sponsored Regional (subclass 494)
  - Business Innovation and Investment (Provisional) Visa, subclass 188
  - Safe Haven Enterprise Visa (SHEV), subclass 790
  - Bridging Visa A, subclass 010
  - Bridging Visa E (BE), subclass 050 and 051
  - Temporary Protection Visa (TPV), subclass 785
  - Bridging Visa F (BVF), subclass 060
  - Partner Visa (Temporary), subclass 820 and 309

- Visa holders on the following repealed provisional visas are also eligible for subsidised training:
  - Skilled – Regional (Provisional) Visa (subclass 489)
  - Skilled – Regional Sponsored Visa (subclass 475)
  - Skilled – Regional Sponsored Visa (subclass 487)
  - Skilled Independent – Regional (Provisional) Visa (subclass 495)
  - Regional Sponsored Migration Scheme (Permanent) Visa (subclass 187)
  - Senior Executive (Provisional) Visa (subclass 161)
  - Investor (Provisional) Visa (subclass 162)
  - State/Territory Sponsored Business Owner (Provisional) Visa, subclass 163
  - State/Territory Sponsored Senior Executive (Provisional) Visa, subclass 164
  - State/Territory Sponsored Investor (Provisional) Visa, subclass 165

To check a visa type, visit the Department of Home Affairs.

To check any work or study entitlement conditions attached to a visa, visit the Australian Government's Visa Entitlement Verification Online service.

2. Physical present in South Australia

3. Age of 16 or older

Upfront Assessment Need (UAN)

SCEI will meet with the student to conduct an UAN process and assess the student's ability to successfully complete chosen qualification.

Participant suitability and support needs assessment:
SCEI will determine the student's suitability for to access a subsidised training place in their chosen qualification. SCEI will identify if there are any support needs relating to the student's living circumstances, learning environment and study/employment transitions.

This part of the UAN process utilises the Suitability and Support Needs Checklist that identifies what at a minimum must be assessed by SCEI.

Participant literacy & numeracy assessment:
SCEI will conduct and identify the student's level of literacy and numeracy capabilities and determine if support is necessary to ensure a successful outcome in the qualification of choice and transition to work.

This part of the UAN process utilises the Core Skills Profile for Adults (CSPA) on-line literacy and numeracy assessment tool provided at no cost to training providers under Department license with the Australian Council for Educational Research. The CSPA provides for two approaches to assessment of literacy and numeracy and the choice of which is determined by the qualification AQF level 5.

Snapshot Reading and Numeracy Indicator (SRNI)
- Must be used under supervision to assess reading and numeracy capabilities in individuals seeking access to subsidised training in a Certificate II or III
- The SRNI identifies further assessment is required if the individual is below Australian Core Skills Framework (ASCF) Exit Level 2 in either reading or numeracy
- Where no further assessment is required the individual may proceed in the UAN process
- Where further assessment is required the individual must undertake the Literacy and Numeracy Comprehensive Assessment

Literacy and Numeracy Comprehensive Assessment (LaNCA)
- Must be used under supervision to assess reading, writing and numeracy capabilities in individuals seeking access to subsidised training in a Certificate IV or higher qualification
- The LaNCA identifies the individual meets the minimum level of ACSF Exit Level 3 in reading and numeracy and ACSF Exit Level 2 in writing for access to a Certificate IV or higher qualification
- Where the student is meets the levels required the individual may proceed in the UAN process
- Where the student is below the minimum level required the LaNCA must be interpreted to determine what literacy and/or numeracy supports are needed to support a successful training outcome in the course of choiceA LaNCA may only be interpreted by a Foundation Skills assessor who meets Departmental requirements

Core Skills Profile for Adults (CSPA) Interpretation Report – online
- A CSPA Interpretation Report is completed online where interpretation of a LaNCA is required
- A CSPA Interpretation Report contains the LaNCA interpretation and identifies what literacy and numeracy support is required as a condition of access to the qualification of choice
- A CSPA Interpretation Report may recommend foundation skills Bridging Units or foundation skills qualifications or other informal supports

Learning and Support Report (LSR) – online
- The LSR is completed online for each participant (NB. On completion of on-line LSR, use link on the last page to download a copy for your files)
- The LSR contains a summary of the findings of the UAN process
- The LSR serves as a checklist of completion of the UAN process

Vocational Training & Assessment

Standards for Registered Training Organisations (2015)
The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

ASQA regulates providers according to the Standards for Registered Training Organisations (2015) and CRICOS Standards.

Southern Cross Education Institute is a Registered Training Provider (RTO) that meets national educational standards. SCEI is fully compliant with the Standards for Registered Training Organisations (2015).

For further information regarding the Standards for Registered Training Organisations (2015), visit www.asqa.gov.au

Competency Based Training
Competency based training and completion is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.

Competency based training programs are comprised of competency standards set by industry that each student is assessed against to ensure all the outcomes required have been achieved.

Progression through a competency based training program is determined by the student demonstrating that they have met the competency standards through the training program and related work.

Assessments

SCEI is committed to an assessment system that ensures that assessment both complies with the assessment requirements of the training package and is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

You will be assessed throughout the course in a variety of ways:

- **Formative assessment** occurs throughout the course in the form of skill demonstration, group work, quizzes, discussions, role plays and scenarios. Formative assessment provides an indication of learning and consolidation and determines the student's readiness for summative assessment.
- **Summative assessment** involves the collection of a range of evidence to determine the student's demonstration of the required skills and knowledge of the unit. The combination of formative and summative assessments ensures the student demonstrates consistency of required skills and knowledge associated with the units of competency.

The scheduling of summative assessments is stated in the Unit Delivery and Assessment Plan for each unit of competency. The trainer and assessor will discuss unit assessments with you on commencement of the unit and inform you of the due dates for each task. You are required to note the due dates in the space provided in the student assessment document. Both the Unit Delivery and Assessment Plan and the Student Assessment documents are located on Moodle.

Each individual assessment task is graded as either satisfactory or unsatisfactory. Once all assessment tasks for a unit of competency have been graded (including professional practice experience, work placement) as satisfactory an outcome of competent will be granted. You are required to achieve a competent outcome in all units of competency to be awarded the qualification.

Application/Enrolment Process

1. FIND THE BEST COURSE OF STUDY FOR YOU. Research our Website and/or the Domestic Student Brochure to find the course that meets your interests and needs. Make an enquiry to one of our approved Education Agents or Business Development Officers.

2. SUBMIT YOUR APPLICATION. Submit your completed Application to Study, including certified copies of supporting documents directly to SCEI or your Education Agent submit on your behalf.

3. REGISTRATION. Once a student registers their interest in undertaking one of our courses, a SCEI Business Development Officer will contact them to discuss their suitability for the course, goals, funding eligibility and other important details. As well as answer any questions you may have.

4. PRE-TRAINING & ENROLMENT. Once the student decides they would like to proceed with a SCEI course, the enrolment process begins. Students will undertake a Pre-Training Review (PTR) to helps students make the final decision about their course of study, and SCEI to determine final eligibility. The PTR conversation includes: Career goals, work history, education history, computer literacy (conformation of LLN assessment), course delivery method, course requirements, funding eligibility, verification of identity, Unique Student Identifier (USI), student declaration, fee quote and any special requirements the student may have.

5. LANGUAGE LITERACY & NUMERACY (LLN) ASSESSMENT. Following the PTR, the Student Support team send a link to the online LLN assessment, 'LLN Robot'. Once completed by the student, LLN Robot will grade the assessment and any anomaly is reviewed by SCEIs dedicated Business Development Officer. Students who have a score below the standards outlined by the training package, will have a 1:1 discussion with the Student Support Officer and receive an Individual Learning Plan to assist them during their course.

6. FINAL ENROLMENT. Once the PTR and LLN is completed, students are emailed the final enrolment documents. The enrolment forms are completed and submitted electronically to the Administration Team. Once received, students are sent a confirmation of enrolment, allocated to a cohort, receive their campus Details, LMS Log-in details, LMS Tutorials and any other pertinent information.

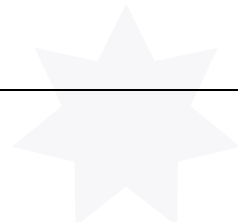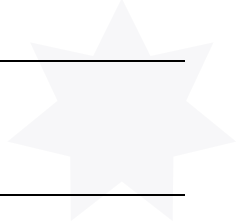**7. ORIENTATION.** Orientation is compulsory for all students.

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Notes
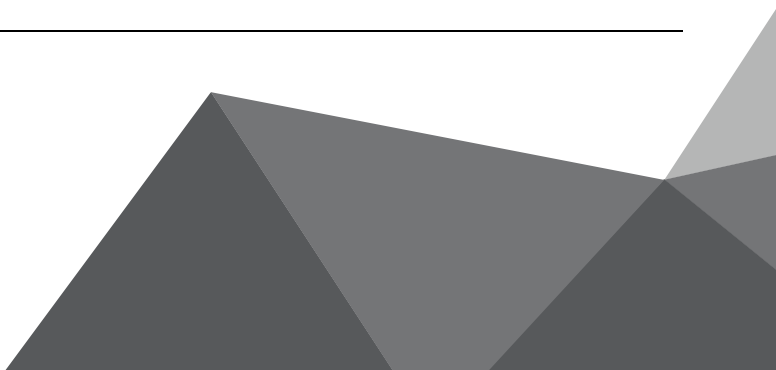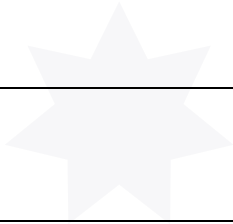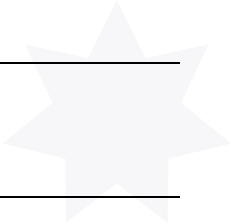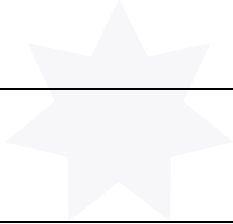
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Southern Cross Education Institute

SCEI Domestic Course Guide 2025