

FAQs – The Southern Cross Model

Faculty of Education

1. What is the Southern Cross Model?

Southern Cross University is changing the way it delivers learning experiences to students.

The Southern Cross Model is an innovative approach to tertiary education that delivers a deeper, more engaged learning experience that centres around greater interactivity and connection with real world applications.

The new model delivers units over a shorter, 6-week period changing from the traditional three trimesters into six shorter terms.

This allows students to study units in 6 by 6-week blocks, where you (the student) have the option to complete one or two units per term. A normal full-time study load is 8 units per year, so you can take a term off when you need to, or do more study when you have the time.

Immersing in one or two subjects at once means you can enjoy deeper learning, with greater focus, and fewer competing demands on your time.

2. What are the benefits of this new academic model?

The Southern Cross Model is an approach to learning that is designed to help you succeed at university and in the future.

Dynamic learning in action: This new teaching methods put your learning first, with students able to access online learning materials that are on-demand, interactive and give you feedback to help you gauge your learning. Students also benefit from active, guided class experiences, both online and in-person, applying new knowledge and skills to real-world problems and questions.

A more engaged way of learning: The new model provides a more focused structure for learning that supports students in developing a deep understanding of their subject area, helping you to build confidence in applying this knowledge to real world scenarios. It provides a structure that values and rewards collaboration and sharing of experiences, perspectives and opinions, providing a learning environment where students and teachers actively participate in conversations to expand their knowledge and skills.

Deeper learning that gives you more control: The Southern Cross Model has been designed as a model for active learning in a dynamic world. It structures course in a highly interactive way that provides face-to-face and self-led learning formats. It helps students achieve greater focus by reducing the number of units studied simultaneously, reducing the number of conflicting priorities that students often have to juggle.

Greater control: The shorter, modular unit structure provided by the Southern Cross Model enables students to better adapt and control their study around other life commitments. The model gives you greater choice and options as to when you take units throughout the year to fit with other work and life commitments.

3. Is this new Southern Cross Model optional or compulsory?

The new Southern Cross Model is being implemented for all students, regardless of whether you choose to remain in your current course or move to the new course.

4. When will the Southern Cross Model commence for Education Students?

The Southern Cross Model commences in Term 1 (March 2022) for most Education Students. Some students may need to study in Summer Term (January) 2022 in order to course complete.

5. What are the new dates of each Term in 2022?

Summer Term: Starts 10 January 2022

Term 1: Starts 7 March 2022

Term 2: Starts 2 May 2022

Term 3: Starts 4 July 2022

Term 4: Starts 29 August 2022

Term 5: Starts 31 October 2022

6. I have received my Course Transition email from Client Services. What are my next steps?

In your Transition email, there were a number of options set out for you; either transition to the new degree, or remain in the current version of your degree. For those who would like to become an Early Childhood educator, you also have the option to transfer to the brand new [Bachelor of Early Childhood Education](#).

What are the next steps?

1. View your new course structure and units which are now available on the [SCU website](#). If you are unsure about your individual study plan, please contact Client Services education.enquiry@scu.edu.au or call 1800 005 687.
2. By Monday 4 October 2021, you are required to reply to the Transition email sent out in the week of 13th September with your intended decision.
3. For those who wish to transition, Client Services will then assess each student's transition to check the implications of the unit substitutions and credit. Client Services will only contact you if any of your completed units don't have an approved equivalent or unit substitute.
4. Your Course Transition will be processed and a notification email will be sent your student email. You will then need to complete a new Commonwealth Assistance Form and SA-HELP form in My Enrolment.

5. From 1 December 2021, your study plan will be available in MyEnrolment for you to see your course progression and for you to enrol in your units. You will be able to easily self-manage your enrolment.
6. If you stay in your current course, we encourage you to self-manage your own enrolment using the course progression for 2022 and the Schedule of Units to confirm unit availability. If you need any assistance, contact Client Services for a new study plan. Enrolment opens from 1 December 2021.
7. If you wish to transfer to the Bachelor of Early Childhood Education, we will assess your Academic Transcript so that you are fully informed of the credit you will receive. If you wish to proceed, Client Services will process your transition and a notification email will be sent to your student email. You will then need to complete a new Commonwealth Assistance Form and SA-HELP form in My Enrolment. You will then be able to self-manage your enrolment after 1 December 2021.

7. What do I do if I haven't received my Transition email?

You should have received your Course Transition email, delivered to your student email address, between 13-17 September 2021. If you cannot locate your Transition email, please contact Client Services education.enquiry@scu.edu.au or call 1800 005 687.

8. I have already emailed Client Services but haven't received a reply yet. What should I do?

The new course progressions are now available on the [SCU website](#) where you can see the structure and units in the new degree. We encourage you to use the course progression for 2022 and the Schedule of Units and availability to manage your study plan. Due to the large number of students wanting to seek individual advice on whether to transition to the new course or not, response times will be longer than usual (currently approx. 10 days response time). The course changes communication has been sent to students many weeks in advance so there is sufficient time to seek advice on study plans, prior to enrolment opening in early December. Please don't worry if you haven't heard from Client Services yet, they will get back to you as soon as they can.

9. Will my completed units count in my new progression?

In most cases, units will be matched to the same units in the Bachelor of Education or matched to a revised Education unit or elective option. You will not need to repeat units that you have already completed. Client Services will assess your enrolment for those who wish to transition, and will check the unit substitutions and credit.

If it is determined by Client Services that you are not able to transition with all of your same units or all units cannot be matched, you will be contacted to discuss your options.



10. Why are there more than 32 units listed in my Study Plan for 2022 for Primary/Secondary/Early Childhood?

There are more than 32 units listed because the placement units are 0 credit points so they do not count towards the 384 credit points needed to meet degree requirements, nor do they attract a student contribution amount (fee), so you will not be charged for these units. The Professional Experience units include the relevant placement days for each program to meet the 2022 external accreditation course requirements.

11. It appears there are no longer any Primary Specialisations in Human Society, PDHPE, The Arts and Advanced English. Can students elect to stay in their existing course or will they lose their chosen specialisation?

The BEd Primary Specialisations from 2022 onwards are a NES English Specialisation; and there will be an opportunity to study a specialisation in Maths, or Science and Technology, for students who achieve a Credit GPA in first year.

For students currently studying a Primary HSIE, PDHPE, Arts Specialisation or Advanced English there is the option to continue to study these specialisations with electives in 2022. There will be some substitute units in place of units no longer being offered.

12. Are there any changes to the course fees?

On 19 June 2020, the Australian Government announced the Job-ready Graduates Package. Changes to University funding for Commonwealth supported places means that the amount students pay toward some courses has changed where students are admitted to courses in 2021 and beyond. It is important to note that Australia's HECS-HELP loans system continues to ensure that eligible students don't face any cost barriers to accessing higher education.

For current students being admitted to the new Education course in 2022, there will be no change to the student contribution amount for the majority of units in the degree.

For students undertaking the Secondary Specialisation, a small number of units, which are in specific teaching areas, have an increased student contribution amount for students admitted from 2021. These are in History, English, Aboriginal Studies, Business Studies, Society and Culture, Geography and Legal Studies units.

Students can talk to Client Services to confirm how the changes to funding for Commonwealth supported places may affect their individual circumstances.

13. I am studying part-time and was only doing 1 unit per session, what is the equivalent in the new Southern Cross Model?

Part-time students study one unit in a Term, noting that they may be able to take some Terms as a break. Units in the Southern Cross Model will have a specific design approach – they are not simply compressed or 'intensive' versions of a 12 or 13-week unit. The Southern Cross Model uses a new learning approach and units are carefully designed and activities sequenced to prioritise the most

valuable content and deliver more meaningful learning experiences. The study hours per unit per week will be around 20 hours, the feedback we have had from students already studying in this model is that the study is manageable and achievable even while balancing other work life responsibilities.

14. What is a full-time load?

A full-time load is two units per Term. A full-time student is still recommended to study 40 hours per week across the two units in the new Southern Cross Model. For students who want to study a full-time study load either to finish their degree within the 'standard' timeframe, and for onshore international students who must meet full-time study visa requirements – the standard full-time study load is eight units (worth 12 credit points each) a year, across the six Terms. This means in some Terms you could study two units, and in other Terms only study one (or none!) throughout the year.

For students who are seeking to retain full-time status in order to receive the Youth Support or Austudy Allowance (Service Australia Payments), this full-time load is defined as 75% of a normal study load. So, for courses that are one year or more in duration, students will need to study at least six units across the year, with at least three of those units studied in the first half of the year (completed by July). Please note, these payments are also contingent on other eligibility criteria.

15. Will there only be selected units available in each Term?

Yes, there will be selected units available each term. It is not possible to offer all units each Term. Unit offerings will depend on your schedule of units. Students are advised to refer to the Schedule of Units to confirm when their units will be offered.

16. How are assignments structured?

Assignments are structured according to the revised SCU Assessment Policy and Procedures to align with the new Southern Cross Model. The Faculty's standing principle is 2 assessments/unit of study. The design of the assessments are based on benchmarking of best practice in similar units or courses at Southern Cross University and at other Universities, where appropriate; relevant and contemporary disciplinary standards; student feedback, when available; student performance, when available; and overall course and unit results. Assessments will be interlinked and progressive, with a turnaround marking time of one week.

17. Will the classroom hours for each Term change?

Classes will be timetabled as they were prior to the Southern Cross Model.

18. Will the new Southern Cross Model help me to complete my degree earlier?

The courses are structured to deliver eight units per year- as is the case in 2021. Within some courses it may be possible to complete an accelerated program of study, depending on unit availability.



19. Will I be allowed to study two subjects in every Term i.e. 12 units per year?

Yes, if units are available within your chosen course structure.

20. I will only have a few units left to study, what if they are not available at the start of 2022? I still want to graduate at the expected time.

If there are only a few units remaining to complete there will be no problem to graduate in 2022. However the date of completion may be determined by the unit availabilities visible in course progression/Study Plan in My Enrolment.

21. Why aren't we continuing with the double degree (Bachelor of Arts/Bachelor of Education)?

While a double degree looks appealing, a single Bachelor of Education degree provides a deeper and more focused teacher education experience. After extensive consultation with the profession (i.e. principals, teachers, Departments of Education, the independent sector) the resounding advice was to have a singular degree to provide that level of depth that is well aligned to teacher development. A singular degree in this sense makes you more employable/competitive in the education profession.

22. I want to complete my degree with both postnominals (Bachelor of Arts/Bachelor of Education), can I remain in my current course?

Yes, it is possible to remain in your current course, however it will depend on how far through your Bachelor of Arts/Bachelor of Education degree you are as to what your recommended option is. Please see below the two options depending upon your credit points.

Option One: Transition into the new Course (recommended)

For students who have completed less than 24 units (288 credit points), it is strongly recommended to transition into the new Bachelor of Education.

If this is your preferred option, Client Services will review your course progression and provide advice on transition.

Client Services will then complete the necessary changes and you will receive a letter of offer to the new course. Please accept this offer and follow the steps outlined to ensure you successfully enrol into units. Once all currently enrolled units from your current course have been completed, Client Services will withdraw you from that course.

Option Two: Remain in the Course

For students who have completed 24 units (288 credit points) or more are recommended to remain in your current course to completion. If you choose to stay in your current course only your remaining units will be updated. This option is provisional on you completing your course by December 2024.

If you are in your final year of studies and would like to transition to the new course we can review your course progression and provide advice on transition.

23. NESAs states that we need to have completed vocational training to be able to teach some subjects for TAS faculty in schools. There is no mention of this in the new one.

The ability to teach Vocational Education in high schools is facilitated by the employer who normally accepts any costs rather than the in-service teacher. It is quicker and cheaper for students to engage in vocational education training after they have graduated. In this circumstance, your employment as a teacher will provide Advanced standing for much of the Cert IV in Assessment and Training Qualification as well as the content requirements. As an example, if you have completed timber units, you will be granted recognition of prior learning (RPL) by TAFE for courses such as construction and furnishing. If you are interested in becoming a teacher in Vocational Education, you can contact your Principal.

24. Will this impact my degree if I am finishing this session?

No, the Southern Cross Model will not impact your degree if you are completing in 2021.

25. If I decide to stay with the current course of a Bachelor of Arts/Bachelor of Education, could this affect my Postgraduate studies in the future?

No, remaining in your current course will not affect your Postgraduate studies in the future.

26. What is the new Professional Experience PACE model?

The PACE Model has been designed to provide a much deeper and enriched experience for students throughout their course by way of:

(P) Professional experiences: This category only applies to placement units;

(A) Applied experiences: For example - 'This unit includes application activities including scenarios, and online observations of practice';

(C) Community experiences: For example - 'This unit provides an opportunity for students to volunteer in a classroom reading program'; and

(E) Embedded experiences: For example - 'This unit includes five days of embedded observation in a school or early childhood centre'.

(See Appendix 1)

27. I am due to finish my degree at the end of next year but I need to complete my two final placements next year. Is this possible now?

For students who are to course complete at the end of 2022, and still have two PEx placements to undertake, both placements will still be able to be undertaken in the new PEx calendar, one in May (SCU Term 2) and the final placement will take place in Sept (SCU Term 4). Please refer to the draft

PEX Calendar (Appendix 2). If one of these placements is early childhood, please refer to the PEX Calendar for designated Early Childhood placements.

28. Why is there now four PEX units in the BEd Primary, Primary/Secondary, Secondary and Technology Secondary courses?

This is a little confusing, we know, but in fact the PEX II and PEX III placements in the 3rd year of our course will be the one placement where students will be placed in a school in May (SCU Term 2) for 10 days and then return to the same school in September (SCU Term 4) for 20-25 days depending on individual courses.

29. The placement dates for SCU Term 4 look a little confusing due to the school holidays being in the middle of the placement. Can you explain how this will work?

When undertaking placement in SCU Term 4 you will notice in the PEX Calendar (Appendix 2) that the placement will span the end of the Schools Term 3 with then a break for the school holidays and the placement will then continue into Schools Term 4. Depending on the State in which you undertake this placement the school holiday dates can be different. The PEX Calendar reflects the NSW and QLD school holidays.

30. How does the new model apply to the Primary/Secondary students who are course completing in 2022 and are required to undertake a 46-day placement?

The final placement for the Primary/Secondary placement is 46 days therefore 9 weeks and 1 day in schools. If this cannot fit into a School Term or into the University Term, the placement will continue after school holidays and into the following University Term. There will be options and alternative arrangements for students who could be impacted by this and the PEX Team will be able to consult with individual students.

Professional Experiences

Definition: Professional experiences represent accredited professional placement days. They are stand-alone placements in formal school or ECE settings designed to contextualise and integrate learning across the course. For key placements, students will engage in pre-placement and post-placement sessions or activities designed to orientate them to the administrative and professional aspects of the placement and re-connect them to the pedagogical and curricular dimensions of their coursework.

Example: Placement 1: Primary (20 Days)

Assessment: SR (Satisfied Requirements)
Meeting the requirements of the APST or EYLF noted on the final professional experience report.

Applied Experiences

Definition: Applied experiences relate to the imagination or visualisation of practices (e.g., through examples, scenarios, illustrations, vignettes). They are explicitly incorporated into units at the level of learning activities and assessment in order to nurture the theory-praxis-practice relationship.

Example:

- Scenarios
- Case Studies
- AITSL Illustrations of Practice
- Vignettes

Assessment: Integrated within formative learning activities and/or summative unit assessments with SCU Grades (i.e., N-HD).

Community Experiences

Definition: Community volunteer experiences are primarily for interest-driven community engagement and enhancement in-or-beyond formal educational settings. They can be logged and recorded.

Example:

- Volunteer work on a community garden project
- Volunteer group reading at a local library
- Volunteer on a school camp or excursion
- Volunteer for the School Community Integrated Learning (SCIL) Program
- Volunteer for the SHAPE program
- Volunteer for the Dive-in program
- International Volunteer Experience

Assessment: Logged into SONIA for recognition of hours.

Embedded Experiences

Definition: Embedded experiences are joined to specific units and are designed to connect learners to general educational experiences (i.e., Foundational Experiences) or specific content related experiences (i.e., Subject Experiences).

1 Foundational Experiences: These experiences are primarily for the observation of practice and are embedded within specific units. They are designed to give students foundational opportunities to (a) observe a wide range of ways of teaching and learning in-and-beyond formal educational settings, and (b) nurture personal dispositions and choices between educational pathways.

Example:

- Education & Philosophy: The School of Life (3-5 days in non-formal learning setting)
- Interdisciplinary Studies: Crossing the Line (5 days in-school or ECE setting)
- Education & Practice: Ways of Teaching & Learning (5 days online observation)
- Final Professional Experience: Early Start Program (ESP)

2 Subject Experiences: These experiences (e.g., workshops, site visits, field trips) are primarily for practice and are formally integrated into specific units. They are designed to give students discipline-specific practical experiences.

Example:

- Science & Technology: A Material World (School visits)
- Creative Arts: The Meaning Makers (Workshops)

Assessment: Integrated within formative learning activities and/or summative unit assessments with SCU Grades (i.e., N-HD).

Appendix 2 - Draft 2022 Professional Experience Calendar (v5)

Month							January			February			March			April			May			June			July			August			September			October			November			December																										
Year of Study	Enrol Term	Unit Name	Unit Code	PEX Days	O Week	3	10	17	24	31	7	14	21	28	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	3	10	17	24	31	7	14	21	28	5	12	19	26									
Qld School Week							1			2			3			4			5			6			7			8			9			10			11			12			13			14			15			16			17			18			19			20		
NSW School Week							1			2			3			4			5			6			7			8			9			10			11			12			13			14			15			16			17			18			19			20		
SCU SUMMER TERM																																																																		
SCU TERM 1																																																																		
SCU TERM 2																																																																		
SCU TERM 3																																																																		
SCU TERM 4																																																																		
SCU TERM 5																																																																		
3007002 - Bachelor of Education: Primary Specialisation							U/Grad	1/4	3	Interdisciplinary Studies:CTL	EDUC1006	5																																																						
U/Grad	2/4	2	PEx I - Primary	TCHR2004	20																			5	5	5	5																																							
U/Grad	3/4	2	PEx II - Primary	TCHR2005	10																																																													
U/Grad	3/4	4	PEx III - Primary	TCHR2006	20																																																													
U/Grad	4/4	2	PEx IV - Primary	TCHR3009	30																																																													

- Qld School Terms 2022**
 Term 1: Monday 24 Jan - Friday 1 Apr
 Term 2: Tuesday 19 Apr - Friday 24 Jun
 Term 3: Monday 11 Jul - Friday 16 Sept
 Term 4: Tuesday 4 Oct - Friday 9 Dec

- NSW School Terms 2022**
 Term 1: Friday 28 Jan - Friday 8 Apr
 Term 2: Tuesday 26 Apr - Friday 1 Jul
 Term 3: Monday 18 Jul - Friday 23 Sept
 Term 4: Monday 10 Oct - Tuesday 20 Dec

Qld
 NSW
 Qld & NSW

Early Childhood Setting
 Primary Setting
 Secondary Setting
 Early Childhood or Primary Setting
 Primary or Secondary Setting