



# Student Handbook

SWINBURNE OPEN EDUCATION

# Student Handbook

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## Welcome

Thank you for choosing Swinburne Open Education to help you achieve your study goals. This handbook is designed to guide you through your learning journey with us. Inside, you'll find important information about your rights and responsibilities, course delivery and assessment, available support, and key administrative processes.

Additional details and access to support services are available on our learning platform via the 'Support' page.

Please note that the information in this handbook may be updated, amended, or removed from time to time.

## Introduction to Swinburne Open Education

The world is evolving, and education must evolve to meet future workforce needs. We are here to help our students reach their study and career goals. Through our purpose-built online learning platform, Swinburne Open Education allows students to study anywhere, anytime, and fit study around their life commitments. Our courses are developed in partnership with industry to fuel Australia's future workforce needs.

When you study at Swinburne Open Education, you know your learning is in the best hands, with the education experience and the prestige of our strategic partnership with Swinburne University of Technology and the expertise of UP Education, a leading multi-sector education group operating across Australasia ([see www.up.education](http://www.up.education) for more information on UP Education).

Swinburne Open Education provides training and assessment services on behalf of Swinburne University of Technology (RTO Provider Code 3059) as part of an established partnership between Swinburne University of Technology and UP Education. Both organisations are committed to delivering high-quality education. In accordance with the Standards for Registered Training Organizations (RTOs), Swinburne and its partners are responsible for ensuring the excellence of your educational experience. We take this obligation seriously and are committed to upholding the standards outlined in our policies.

## Student Agreement

The student agreement is also referred to as the terms and conditions for enrolment. All students who enrol with Swinburne Open Education accept the terms of the student agreement via a digital signature and verbally via Enrolment Consultants.

The student agreement outlines the contractual obligations of your enrolment with Swinburne Open Education. You should refer to the student agreement for details relating to the following terms and conditions:

- Paying your course fees: clauses 11 – 14,
- Course duration: clause 16,
- Course extension and deferral: clauses 17 – 18,
- Changes during your studies: clauses 19 – 23,
- Cancellation and refund: clauses 24 – 26,
- Special consideration: clauses 30 – 34

## Entry Requirements

Swinburne Open Education aims to provide accessible education opportunities while ensuring students are well-prepared and meet any necessary entry requirements for success in their chosen course.

Entry requirements are noted on the relevant course page on our website and within the course guide.

As part of the enrolment process, you must confirm that you understand and can meet the specific entry requirements.

Where a course has a pre-requisite for enrolment, you must provide Swinburne Open Education with the prescribed evidence confirming that you meet the requirements for enrolment. These will generally be certified copies of prescribed certificates and documents.

## Language, Literacy and Numeracy (LLN) Requirements

Swinburne Open Education courses require you to read comprehensive subject notes, complete various written assessments, undertake independent research, and sometimes engage in online forums and discussions.

Should you need clarification on your current LLN capability relative to the course requirements, Swinburne Open Education provides access to an LLN assessment tool. The results of the assessment will assist in determining your current LLN capability and help us assess your educational support needs.

If you need additional support, several organisations provide literacy support services, including:

- The Australian Government Language Literacy and Numeracy Program
- The Reading Writing Hotline

Students that have not completed formal studies previously and are unable to present evidence to meet course entry/LLN requirements are required to complete an LLN test. To meet their Entry Requirements a potential student must follow these steps:

1. Swinburne Open Ed Admissions Team will provide students with their SUT ID and kindly request they email [fees@swin.edu.au](mailto:fees@swin.edu.au) confirming they are looking to undertake the Learning, Literacy and Numeracy Assessment.
2. Following the students email to [fees@swin.edu.au](mailto:fees@swin.edu.au) access to the Learning, Literacy and Numeracy Assessment will be provided within 3-5 business days.

## Student Expectations

- Once you have attained access to the LLN assessment tool, you are required to complete the activity and submit a screenshot of your results within 5 business days.
- Screenshot evidence is to be emailed to [studentservices@swinburneopen.edu.au](mailto:studentservices@swinburneopen.edu.au). Students are encouraged to use the same personal email address they have elected to use for study purposes to send this email.

- Please note that failure to complete and submit LLN evidence prior to your course start date will result in the cancellation of your enrolment application. It is important that students act promptly to ensure all documentation and entry requirements are fulfilled within the required timeframes.

### **LLN Results**

Students enrolled into a Diploma qualification and wish to apply for VSL must attain a minimum of 'Exit Level 3' or above to meet entry requirements.

### **Unique Student Identifier**

As a condition of your enrolment with Swinburne Open Education, you must provide a valid unique student identifier (USI). Swinburne Open Education can only enrol students with a valid USI. You can create or confirm your USI through the USI website [here](#).

Students are required to provide their valid USI within the enrolment process prior to their start date to receive their Confirmation of Enrolment and access to the platform. The USI is required for Swinburne University of Technology to issue you a nationally recognised qualification/statement of attainment upon completing your studies.

### **Swinburne Student Charter**

Students will be supported in their learning through:

- Course content, facilities, resources, educational technologies, and learning activities that are up-to-date and relevant
- Teaching staff who are appropriately qualified, well prepared, and use appropriate methods and technologies to maximise opportunities for learning and scholarship
- Academic support that gives feedback on progress provides opportunities to improve academic performance and skills and helps students with difficulty
- Access to the information needed for successful study
- Opportunities for industry, research, community, and international experiences
- Access to other student support services for personal and other difficulties
- Respect and courtesy to students
- Opportunities to provide feedback on the student experience at Swinburne.

## Expectations of students

As part of the student agreement, you agree to abide by the policies and procedures of Swinburne Open Education, including the Swinburne student charter. The charter states that students are expected to:

- Attend formal learning activities punctually and participate actively and positively in their learning
  - Engage with their studies, including all self-directed learning tasks, and meet assessment requirements and administrative deadlines
  - Monitor their progress, and use feedback from staff to improve learning
  - Be accountable for their learning
  - Work responsibly and collaboratively to achieve study outcomes that require group activity, and avoid behaviour that interferes with the study experience of others
  - Be honest and respectful
- 
- Treat other students and staff with honesty, respect, and courtesy in a safe manner, and refrain from harassing them or discriminating against them
  - Respect University and Structured Workplace Learning property and facilities, including library, computing, laboratory, and workplace resources, and recognise the right of others to use these facilities and services responsibly.
  - Demonstrate professional behaviour while undertaking industry placements, projects, or fieldwork, and respect the privacy of the client and any commercial information made available.

Where alleged breaches of the charter occur, students are allowed to respond to the alleged breaches. Swinburne Open Education will investigate the alleged breach and consider any evidence provided along with the student response.

The outcomes of an investigation will be provided to the student in writing and may include dismissal of the alleged breach or determining a breach of the code has occurred.

Where the investigation finds a breach has occurred, the actions taken may include but are not limited to:

- A written warning issued to the student
- Expulsion from Swinburne Open Education
- Other disciplinary action deemed appropriate

## Schedule of Administrative Fees

Fee Type	Fee	Description
Cancellation fee	\$100	An administrative fee of \$100 is retained if the student cancels within the 14-day cooling-off-period. <i>(Information about Payment liability for cancellation cases outside of the Cooling Off Period is provided within the Student Agreement).</i>
Additional extension time (subject to approval)	\$50 per month OR \$100 for 3 months	Students are entitled to a 6-month extension at no cost.  If additional time is required beyond this period, and subject to approval, students may choose one of the following options:  Pay \$50 per month for each additional month required, or Pay a flat fee of \$100 for a 3-month extension.
Certificate and/or Transcript re-issue		Click <a href="#">here</a> for details of cost associated with Certificate and/or Transcript re-issue. This process is handled solely by Swinburne University of Technology.
Credit Transfer (CT)	\$50	Should a student apply for Credit Transfer and be approved for one or more units <u>of competency</u> , Swinburne Open Education will retain \$50.00 from the overall Credit Transfer discount provided.
Recognition of Prior Learning (RPL)	\$400 per unit	There is no fee to submit an initial RPL enquiry or application. However, if your application progresses beyond the preliminary review stage, a fee of \$400 per unit will apply to cover the formal assessment of your RPL evidence.

## Studying with Swinburne Open Education

Swinburne Open Education adopts a philosophy that learning is:

- Accessible,
- Flexible with study options to fit around life commitments,
- Relevant and contemporary.

Swinburne Open Education offers an online, self-directed learning model. The learning platform provides access to online content across multiple devices, including desktop and mobile. This flexible approach supports mature-aged students by allowing them to personalise their study schedule—choosing the days and times that suit them best.

Trainer support is available through the course messaging system, with one-on-one video calls available if needed. A Monthly Course Spotlight video is also provided, and students can request topics for future Spotlights through the form in their course.

To complete their qualification within the required duration, students are encouraged to commit 14–23 hours of study per week, though this may vary depending on individual experience and industry knowledge.

Swinburne Open Education's learning platform provides a wide range of essential services for your learning experience. Through the platform, you can:

- Access learning materials and assessments,
- Engage and interact with trainers through the message centre,
- View monthly Course Spotlight videos recorded by your Trainer,
- Participate in student forums,
- Undertake and upload assessments,
- Access assessment grades and feedback, and
- Access student support services.

Given the complexity and intricate requirements stated within the units of competency undertaken in Swinburne Open Education courses, *students must attend appointments with education delivery staff and other students within the times allocated by Swinburne Open Education*. Students must make themselves available for these appointments to meet their course's assessment requirements successfully.

Students in courses with a work placement component must carefully review the Structured Workplace Learning and Assessment (SWLA) guidelines for their course. This ensures that the student understands the work placement requirements and determines whether they can meet all the assessment requirements outlined for their qualification. Work placement is arranged based on the host organisations' availability to take on students. Students are responsible for sourcing an appropriate work placement and must ensure they meet the scheduling requirements of the host organisation. **Work placements must be approved by Swinburne Open Education before students commence their placement.** For more information, please refer to Page 10, Structured Workplace Learning and Assessment.

## Computer Requirements

Students who elect to enrol in online study must have technical skills and sound computer literacy. Students must be able to use digital tools (video/audio recording, computer applications, download and upload documents, and distinguish between various file types). Students must be able to use a variety of digital tools, such as:

- Video/audio recording devices and associated software
- Computer and internet with the required basic computing skills to download/upload, create and edit documents, access and search the internet, compress image, audio, and video files, connect digital cameras to download and store images and audio files
- Software to view online videos and images.

To ensure that your device is suitable for study within the Swinburne Open Education learning platform, students must be able to complete all the tasks mentioned above. A student's device must support the following applications at a minimum:

Desktop or laptop

- The latest version of Chrome or Safari
- Microsoft Office (2010 or higher)
- Adobe PDF Reader

Swinburne Open Education provides students with access to both the Microsoft Office Suite, as well as the Adobe Creative Cloud. Should an actively enrolled student wish to gain access to either one of these software's, they must engage directly with Student Services. Please note, it can take up to 14 business days from the students' start date to gain access to this offering.

Mobile or tablet\*

- The latest version of Chrome or Safari
- The latest version of Android
- The latest version of iOS

\* Students using a mobile or tablet will need to upload documents from a laptop or desktop or have a Dropbox account.

*Please ensure that you refer to the specific IT requirements of your course before enrolling.*

## Course Structure and Learning Resources

Each course is made up of a series of learning modules, which align to nationally recognised units of competency. Each module consists of a range of learning styles designed around the principles of self-directed study and the most effective methods of imparting knowledge.

As a Swinburne Open Education student, you will engage with various learning approaches and resources during your studies. Learning materials include but are not limited to:

- Written text

- Diagrams
- Instructional videos
- Formative activities that provide students with instant feedback.

Some courses include Structured Workplace Learning Assessment (SWLA), whereby the student participates in a real workplace to practice and develop course skills directly transferable to the workplace. For courses containing SWLA, students must complete work placement to complete entire units of competency. Upon satisfactory completion of all theoretical and practical components, students will be eligible for statements of attainment for the relevant units of competency.

### **Academic Support**

You will have direct access to trainer and assessor support during your enrolment period with Swinburne Open Education. Our trainers and assessors support students through:

- Course and content-related matters
- Course forum content and moderation
- Reasonable adjustment
- Forum posts
- Case-managed queries.

Communication with your Trainers & Assessors can be accessed through:

### **Learning Platform Message Centre**

Students must contact their trainers and assessors via the learning platform message centre to maintain a clear communication record. Use this channel for questions about course content, materials, and assessments. Response times may vary—please confirm your trainer’s availability.

### **Monthly Course Spotlight**

Each month, your trainer publishes a pre-recorded Course Spotlight video in the Introductory Module of your course. These videos provide guidance on assessments, study skills, key course concepts, and relevant industry insights. Students can request topics for future Spotlights using the Topic Request Form available in their course.

### **Topic Request Form**

If there is an assessment, concept, or skill you would like explained in a future Course Spotlight, you can submit a Topic Request Form at any time. Trainers will review submissions when planning upcoming Spotlights.

### **One-to-One Support via Video Call (by appointment)**

If you require further assistance after using the course messaging system and reviewing the Monthly Course Spotlight, you may request a one-to-one video call with your trainer. These sessions can help clarify assessment feedback, discuss study strategies, or address more complex questions. Contact Student Services to request a booking link. Availability varies by trainer.

### **Role Play Partner Finder**

Role-play assessments allow students to demonstrate communication and workplace interaction skills in an online environment. To help students find participants for these assessments, a Role Play Partner Finder forum is available in the Introductory module of your program. Students can use the template provided in the forum to post their assessment details and availability and connect with peers who are also seeking a partner.

Once connected, students are responsible for organising and scheduling their role play directly with each other. The Introductory module remains accessible throughout your course, so the forum can be used at any stage of your program.

### **Structured Workplace Learning & Assessment:**

Swinburne Open Education offers several courses that include Structured Workplace Learning and Assessment (SWLA) which provide students with the opportunity to develop and apply their knowledge in a real workplace environment.

SWLA will give you an insight into job roles and responsibilities within an industry context. This is an invaluable opportunity to discover if it is the right industry for you and the skills and knowledge you may need to develop further.

During work placement, you will work under the guidance of an approved workplace supervisor and will be required to undertake a range of prescribed tasks and activities on multiple occasions over time. You will be able to experience real work conditions and expectations and develop a range of general and vital job-specific skills and knowledge.

During your work placement, you will be periodically interviewed by your trainer/assessor, who will also interview your workplace supervisor to check your progress against the prescribed tasks.

### **SWLA - Requirements**

It is the student's responsibility to source and approach an appropriate work placement provider at the commencement of their enrolment and follow the direction of their trainer. All students must review the student guide to structured workplace learning and assessment documentation provided on the course overview within the learning platform. Completing a practically based work placement is required to complete many nationally recognised training qualifications. Swinburne Open Education identifies these requirements on the course web page, in the course guide, and within the course content on the learning platform.

*Please note that Swinburne Open Education requires students to seek approval from their trainer and assessor before commencing their SWLA, as stated in the host organisation approval form.*

In many instances, checks such as criminal record check or working with children check are required for students before they can commence a work placement.

If you are required to undertake SWLA as part of your course, ensure you review and are familiar with all the resources available in the learning platform. You can contact student support through the learning platform for further questions.

## SWLA - Documentation

Swinburne Open Education provides access to documents and forms related to SWLA, both before enrolment and within the learning platform. These include:

**Course guide:** Identifies that a course includes SWLA and provides high-level information.

**Guide to SWLA:** Two guide documents are provided—one for students and one for workplace supervisors. These outline SWLA requirements, expectations, and the workplace assessments to be completed.

**Host organisational approval form:** Collects details about the proposed host workplace and nominated supervisor. Placement cannot begin until this form has been reviewed and approved by a trainer and assessor. Follow the learning platform instructions and upload the required documentation as outlined.

**Workplace checklists:** Two checklists (one for students and one for supervisors) ensure key SWLA processes and responsibilities are clearly understood.

**Work placement plan:** Outlines required activities, evidence for assessment, and suggested hours. It also includes scheduled checkpoints with your assessor. This plan is only provided after placement approval. Any hours completed before approval may not count toward SWLA requirements.

**Interview questionnaire:** Checkpoints allow your assessor to provide guidance, address concerns, and support your progress during placement. They also contribute to the SWLA plan.

**Logbook:** Records attendance dates, hours worked, and workplace supervisor verification. This document is essential evidence of your SWLA experience.

**Portfolio:** Contains all SWLA assessment tasks, including instructions for collecting evidence and obtaining supervisor sign-off.

**SWLA final feedback:** Provides assessor feedback on your overall SWLA performance to support further development of workplace skills and knowledge.

**Third-party report:** Requires tasks and activities to be verified by your workplace supervisor after successful completion. Evidence may be collected through this report or during the final assessor interview. To be deemed competent, all tasks must be completed and signed off.

## SWLA – Support Services

Workplace support is available for courses that include Structured Workplace Learning & Assessment:

- Processing workplace approvals
- Work placement support, assisting students with locating a workplace that will be able to support the student through SWLA. A student can engage with their Trainer and Assessor or Student Services to access such support.

## Outlining SWLA requirements

- Location within a 50km radius of the CBD of a major city. If the student wishes to complete placement outside this area in a workplace of their choice, the host organisation must be pre-approved at enrolment. The host organisation must be comfortable with digital check-ins with the student and supervisor. If the host organisation requires physical touch points by a Swinburne Open Education assessor, the student will be liable for any additional costs associated with this mode of assessment. Swinburne Open Education encourages students to select workplace host organisations within a 50 km radius of major cities.
- Students must plan their studies around work placement and ensure they have considered travel and accommodation requirements if they live outside major urban areas.

## Assessment Types

Swinburne Open Education uses a range of assessment methods that include but are not limited to:

- *Questioning* is generally more applicable to assessing knowledge evidence. Assessment could be written or oral questioning, interviews, questionnaires, or online quizzes.
- *Online quizzes* are completed via the online learning management system. Feedback and results are automatically provided to the student. Online quizzes can include but are not limited to, a range of question types such as fill-in-the-blanks, true-or-false, multiple-choice, and matching draggable words or images to respective items to answer a question.
- *Portfolios* require students to compile evidence to assess their knowledge and skills. A portfolio may include, but is not limited to, collections of work samples, products with supporting documentation, emails, letters, photographs, reports, templates, and journals/logbooks.
- *Visual diaries* require students to submit evidence of work in progress. Evidence can include, but is not limited to, photographs, sketches, or screenshots. It may also include a record of research, trials, and explorations throughout the design process through annotations and evaluations.
- *Third-party feedback* is generally used as supplementary evidence to other assessment methods. It can be collected as testimonials/reports from employers/supervisors as evidence of workplace training or to authenticate prior achievements. In some instances, with permission from the student, an assessor may collect third-party feedback directly from students' employers, supervisors, or peers via interviews.
- *Direct observation* is an evaluation undertaken in real-time. Students are observed undertaking activities at the workplace or in a simulated off-the-job situation that reflects the workplace. Activities can be observed on-site and in person or via live streaming technologies.
- *Workplace assessment* requires students to complete assessment tasks in a real or simulated workplace environment. Evidence is collected using various methods, such as direct observation, portfolio, and third-party feedback. When workplace assessment is required, students will be

provided with a guide to SWLA, which may also need a minimum duration of attendance at the workplace.

- *Demonstration/Presentation* requires the student to demonstrate practical skills by completing tasks or presenting information. A demonstration/presentation is usually assessed by direct observation via role play and submission of evidence via video, audio, or PowerPoint files. Observation checklists are often used to outline the assessment criteria clearly.
- *Role plays* require students to source the participants to help facilitate the assessment. Sessions need to be recorded, and all participants need to be a minimum of 18 years of age. Role plays assess a student's oral and non-verbal communication skills. Many of the qualification's units of competency require students to demonstrate interpersonal skills, oral communication skills, and interaction with others.
- *Written reports* require students to demonstrate their knowledge by writing in a specific format outlined in the assessment. They also require students to research and apply their knowledge within a content area.
- *Case Studies* require students to answer questions and complete assessment tasks based on the context presented to them. Case studies depict real-life situations in which problems need to be solved. Completing a case study can include multiple assessment methods, such as oral or written questioning, online quizzes, video or audio recordings, a written report, or collecting evidence in a portfolio.
- *Projects* may require students to submit documented evidence detailing each stage of a significant task. Evidence may include a project plan, journal entries, reports on each stage, a final evaluation of the project's implementation, and a success rate.
- *Review of products* requires a student to submit product/s that resulted from a project. In general, a review of products will be conducted by an assessor in conjunction with or after a student has submitted a project.

## Supplementary Academic Support

### RPL and Credit Transfer

As a student of Swinburne Open Education, you may apply for Recognition of Prior Learning (RPL) and Credit Transfer (CT) at any time during your enrolment period.

**Recognition of Prior Learning (RPL)** is the process of transferring the skills and knowledge you have acquired over your lifetime (irrespective of how they were obtained) against the requirements of the unit. RPL is an assessment process that requires you to provide evidence demonstrating how you meet the requirements of the unit/s. The evidence you provide can come from any previous experiences that are relevant to the job role and outcome of the specified unit of competency, for example:

- Employment history

- Volunteering
- Previous studies
- Work documents such as reports, spreadsheets, or products/samples
- Professional development
- Leadership roles in sports clubs, life experiences, coaching experiences
- In-house training programs
- Short courses
- Committees you may belong to
- Project plans
- Any other specific interests

## Applying for RPL

Candidates submit an RPL request to Student Services ([studentservices@swinburneopen.edu.au](mailto:studentservices@swinburneopen.edu.au))

1. including their Student ID, full name, and requested units.
2. Student Services creates an RPL case and forwards it to the education delivery team.
3. Within 10 business days, candidates receive an RPL folder with Self-Assessment Tasks. They must review the requirements and confirm within 10 business days whether they will proceed or amend unit selections.
4. Once confirmed, candidates have 20 business days to submit evidence and must stay in contact with their case administrator. Cases may be closed after four weeks of no engagement, requiring a new application.
5. After submission, an Assessor reviews the evidence (up to 20 business days) and may request additional information or a phone discussion. **Should the Assessor identify that the student has provided sufficient evidence and is eligible to apply for Recognition of Prior Learning, a \$400.00 per unit fee will apply to each unit.**
6. Outcome: If competency is confirmed, RPL is recorded. If deemed Not Yet Competent, the student must complete the module through the standard assessment process.

**Credit transfer** is the recognition of academic credits gained through formal study (i.e., units of competency) completed either at another institute or in another qualification. The total amount of credit will vary from individual to individual, based on the unit/s that have been successfully completed and the training package rules associated with the course the applicant is seeking credit for.

## Applying for Credit Transfer:

1. Email the Student Services team via [studentservices@swinburneopen.edu.au](mailto:studentservices@swinburneopen.edu.au) to receive the VE Credit Transfer Application Form. The application document provides instructions on how to complete the form.
2. Complete the VE Credit Transfer Application; please attach a certified copy of your authorised transcript clearly showing the units and result outcomes. Send your application with all relevant attachments to Student Services via email. The Student Services team will then escalate your application to the appropriate team members for consideration.
3. Please allow up to 10-15 business days to process your application. Upon completion of the review, students will receive a formal outcome of the credit transfer attained. Should a student be approved for Credit Transfer, the outcome will include confirmation regarding any reduction in course fees. Swinburne Open Education will

retain \$50.00 from the overall discount by way of an administrative fee.

For further information on RPL and Credit Transfer, please refer to the following document – [Guidelines – VE Credit Transfer and RPL V1.3](#)

### **Reasonable Adjustment**

As defined by the Disability Discrimination Act 1992, 'reasonable adjustment' is related to a measure or action taken by an education provider to assist a learner with a disability. Swinburne Open Education will do its best to support students with flexibility in course activities, provide additional support based on the student's needs, and provide substitutes where possible based on the requirements and limitations of the online asynchronous mode of delivery and relevant training package rules.

The Swinburne Open Education reasonable adjustment processes ensure that students:

- Are aware that they can disclose disability, learning needs or request reasonable adjustment either before or during their enrolment period
- Can discuss their specific learning and support needs with their Enrolment Consultant, student support officer, trainer and assessor
- Are supported to succeed through the provision of academic and non-academic support during their studies
- Have access to a range of reasonable adjustment support services during their studies
- Can access reasonable adjustment without compromising the academic integrity of the course or outcomes
- Learn in an environment that is free from discrimination caused by harassment and victimisation.

Students may require reasonable adjustment to support their learning and assessment activity in various situations.

These may include:

- Physical disability or impairment
- Mental disability or impairment
- Medical conditions
- Other issues that may impact on learning and assessment.

The need for reasonable adjustment may be identified in various situations throughout the student lifecycle. Prospective students can disclose any disabilities, specific support requirements, or reasonable adjustment needs:

- On the enrolment form
- During discussions with an Enrolment Consultant and
- During an engagement with the Admissions team.

When you are enrolled, you can disclose any disabilities, any specific support requirements, or reasonable adjustment needs at any time during your enrolment period through:

- Your trainer or assessor
- Contacting Student Services

## Assessment Feedback:

Swinburne Open Education adopts aspects of the Swinburne Good Assessment Feedback Guidelines as follows:

### Principles underpinning good assessment feedback

- Facilitates the development of student self-assessment reflection and encourages trainer and peer dialogue
- Helps clarify good performance (goals, criteria, expected standards)
- Provides opportunities to close the gap between current and desired performance
- Delivers quality information to students about their learning
- Encourages positive motivation and self-esteem
- Includes information that supports continuous improvement of assessment.

### Standards for Good Assessment Feedback

Assessment feedback should be:

- Identified as 'feedback'
- It is recorded in an assessment feedback form, which clearly and consistently delivers appropriate and sufficient advice and instructions to enable the student to form an accurate understanding of their performance, facilitate improvement, and promote learning
- Recorded in the learning platform

### Students should receive feedback that:

- Indicates the strengths and weaknesses of their work against the assessment criteria that are written in plain English
- Provides clear guidance on how to improve performance concerning the task or similar tasks
- Enables the student to reflect upon and seek clarification about the feedback directly with the assessor  
Is provided in sufficient time, allowing the student to utilise the feedback in subsequent assessment

## Assessment Outcomes:

You will submit your assessments and receive assessment outcomes and feedback via the learning platform. Service standards for individual assessments depend on the type of assessment and are defined as ten business days unless otherwise specified.

Competency decisions are made at the unit of competency level. An assessor will deem a student either 'competent' or 'not yet competent' at the unit level based on all assessments relating to a given unit of competency. To achieve a competent outcome, you must complete all assessments relating to a unit. Qualifications that require a work placement component will include gathering the necessary evidence associated with SWLA.

### **Assessment Resubmission**

Students can re-submit individual assessments where they still need to achieve the assessment benchmark successfully on the first attempt.

Students have up to three attempts at each assessment (initial attempt and two re-attempts). If the student does not achieve competency at the third attempt of any assessment task, they will be required to book a call with their Trainer and Assessor to discuss the three previous attempts and potential areas of improvement. Once the call has been conducted, the Trainer and Assessor will then open a fourth attempt for the student.

### **Module Unlocking Procedures**

Students are provided with access to one module at a time. For a student to gain access to their next module, they will be required to submit all assessments within their current module. The next module will automatically unlock upon the complete submission of all assessments. You will not be required to await grades or request manual unlocking from your Trainer and Assessor or Student Services.

Please ensure all submissions have been submitted correctly and are not in 'Draft' status. Upon successful submission of your assessment/s, your assessment/s will have a status of 'Submitted', confirming that it has been sent to your Trainer and Assessor for grading.

We kindly ask all students to allow up to 10 business days for your submission to be graded.

### **Assessment Appeals**

In the event a student is dissatisfied with the outcome of an assessment, they may appeal the assessment decision within ten business days of being notified of the assessment decision

To appeal an assessment decision, students are to engage with the Student Services team. The Student Services team will then provide a student with a copy of the 'Assessment Appeal' form to complete and return.

Once the 'Assessment Appeal' form has been returned, Student Services will engage with the appropriate members within the Education & Delivery team to review and provide outcome.

### Swinburne Open Education – Academic Support Initiatives

Below is a summary of the engagement strategy utilised by Swinburne Open Education. The strategy involves using current systems and technology to triage academic support. The initiatives include:

<p><b>Initiative 1a:</b> Monthly Course Spotlight</p>	<ul style="list-style-type: none"> <li>• A Monthly Course Spotlight video is published at the end of each month in the Introductory Module.</li> <li>• Each Spotlight provides pre-recorded guidance on assessments, study skills, module concepts, or industry insights.</li> <li>• Students can request topics at any time using the Topic Request Form available in their course.</li> <li>• Topic submissions inform the focus of future Spotlight videos.</li> </ul>
<p><b>Initiative 1b:</b> Additional Resources</p>	<ul style="list-style-type: none"> <li>• Each course includes access to supplementary learning materials and assessment support resources.</li> <li>• Monthly Course Spotlight recordings and related documents are stored in a central location for easy access.</li> <li>• Students may revisit previous Spotlight videos or resources at any time to support their learning.</li> </ul>
<p><b>Initiative 3:</b> Message Centre Communication</p>	<ul style="list-style-type: none"> <li>• Students should contact trainers/assessors via the LMS Message Centre for queries or support.</li> <li>• Trainers and assessors check messages regularly, responding within 2–3 business days.</li> </ul>
<p><b>Initiative 4:</b> One-on-One Call Support</p>	<ul style="list-style-type: none"> <li>• Bookings are made via the Calendly booking system.</li> <li>• Students should watch Course Spotlights and review resources before booking a call.</li> <li>• If further help is needed, contact Student Services for a booking link to arrange a one-on-one call (availability varies).</li> </ul>
<p><b>Initiative 5:</b> Role Play Partner Finder</p>	<ul style="list-style-type: none"> <li>• Supports completion of role-play assessments required for online competency evaluation.</li> <li>• Provides an ongoing forum-based space for students to connect with peers who are seeking role-play partners.</li> <li>• Accessible within the Introductory module throughout the duration of the course, allowing students to connect at any stage of their program.</li> <li>• Students post their assessment details and availability using the provided template and organise role-play sessions directly with each other via the LMS chat where appropriate.</li> </ul>

## Student Support Services

The Swinburne Open Education Student Services team is here to help you deal with your non-academic support needs. The student support team is available Monday to Friday, 9 am-6 pm AEDT/AEST and provides the following support services:

- Learning platform technical issues
- Change to personal details
- Payment queries
- Third-party authority
- Reasonable Adjustment application
- Credit Transfer (CT) & Recognition of Prior Learning (RPL) application
- Course extension
- Course deferral
- Special Consideration application
- Course cancellation
- Course improvements
- Course completion
- Microsoft & Adobe access
- Structured Workplace Learning & Assessment support

## Certification

On completion of your course, you may be eligible to receive one or more of the following certification documents:

- AQF qualification (where students have successfully met all requirements for a complete NRT qualification)
- AQF statement of attainment (where students have not successfully met all requirements for a complete NRT qualification and have successfully met requirements for one or more unit(s) of competency within the qualification)
- Academic transcript (where applicable, highlighting the outcomes for the units of competency in the course).

To receive AQF certification, you must have:

- Provided Swinburne Open Education with your Unique Student Identifier (USI)
- Successfully completed all required assessments
- Been deemed competent for one or more unit(s) of competency associated with your course
- Paid all the necessary course fees.

AQF certification is issued by Swinburne University of Technology – Provider Code 3059.

## Student Issues

Swinburne Open Education Students have an informal avenue via the Local Resolution process to have minor concerns/issues addressed and resolved quickly without the need to engage with the formal complaint process. Please contact Student Services by calling 1300 635 480 or email [studentservices@swinburneopen.edu.au](mailto:studentservices@swinburneopen.edu.au) for assistance with addressing issues.

If further investigation is required, students will receive a proposed resolution in writing within 5 business days.

If a student is dissatisfied with the resolution of their issue, they will be provided with the option to submit a Local Resolution in writing in accordance with our Complaint and Appeal Policy and Procedure.

If you are not a student, you can lodge a local resolution in writing by emailing [studentservices@swinburneopen.edu.au](mailto:studentservices@swinburneopen.edu.au).

## Special Consideration:

Students may apply for Special Consideration by emailing their request and supporting documentation to <mailto:mstudentservices@swinburneopen.edu.au>. It is recommended that students first contact Student Services to discuss their situation.

The Special Consideration process is designed to support students who experience serious and ongoing personal circumstances that significantly affect their ability to continue studying or meet their financial obligations under their current Student Agreement.

Where grounds for Special Consideration are established, Swinburne Open Education may:

- Approve an early course cancellation with a corresponding adjustment to course fees (depending on the stage of enrolment)
- Grant an extension to the maximum course duration
- Provide additional academic or non-academic support services
- Approve a reduced or deferred payment arrangement, or a release from future instalments.

Applications will not be approved for circumstances such as changing jobs, work hours, or address, or for finding the course more difficult than expected.

Upon receipt of an application, Swinburne Open Education will log the case, pause any payment collection activity, and assess the request within 20 business days. Outcomes are communicated in writing, and any applicable refund is processed within 14 days of the outcome being issued.

## Eligibility and Grounds

Students may apply for Special Consideration under one of the following categories:

- 1) Medical Condition – prolonged or severe illness, injury, or medical circumstances that prevent regular attendance or academic progress.
- 2) Financial Hardship – unexpected and substantial financial difficulties affecting a student’s ability to meet payment obligations.
- 3) Personal Difficulties – significant personal issues such as family emergencies, domestic challenges, or traumatic events impacting wellbeing and study performance.

## Application Requirements

Students must submit a completed Special Consideration Request Form, along with supporting documentation that clearly demonstrates:

- a. The nature and seriousness of the issue,
- b. A substantial change in circumstances, and
- c. The expected duration of the situation

### Acceptable documentation examples include:

**Medical:** Medical certificate detailing condition, prognosis, and dates; insurance claim; documentation relating to immediate family medical expenses.

**Financial:** Recent payslips, bank statements, employer letters (e.g., for parental leave), Centrelink statements, or overdue bills.

**Personal:** Police report, court documents, AVO, or evidence of separation/divorce.

**Please note:** All documents must be authentic, current, and relevant to the student’s case.

## Submission and Review

Applications are submitted to [studentservices@soe.edu.au](mailto:studentservices@soe.edu.au) for review by the allocated Student Services agent. Each request is considered on a case-by-case basis, considering the evidence provided, the nature of the hardship, and the student’s overall academic standing and engagement.

Students are required to clearly state their desired outcome in the application to guide the review process.

## Privacy

Swinburne Open Education acknowledges and respects individual privacy and complies with the Commonwealth Privacy Act 1988 requirements. You can access our privacy policy on our [website](#).

## **Student Health and Wellbeing**

At Swinburne Open Education, we recognise that the health and wellbeing of our students are of the utmost importance. We understand that studying while balancing work, family, and personal commitments can be challenging, and we are here to support you every step of the way.

Our Student Services team is available to help during difficult times. We encourage you to reach out whenever you need support, knowing that your concerns will be treated with confidentiality, respect, and care. The team will listen to your situation and work with you to explore the best possible options and resources to help you maintain your wellbeing and achieve success in your studies.

As a student of Swinburne Open Education, you are eligible to access a wide range of support services through the [Swinburne University of Technology Health and Wellbeing portal](#). Additionally, actively enrolled students have access to five free telehealth sessions with Australian Counselling Services. Should a student wish to take up this offer, they can engage with the Student Services Team who will provide further details on how to book a session.

If you need assistance accessing these services, the Swinburne Open Education Student Services team is here to help. We can guide you through the process of obtaining your Swinburne login details and getting set up to use the available resources.

## **Looking for further information?**

All individual policies and procedures can be found via <https://www.swinburneopen.edu.au/policies>