Student Handbook

Contents

WELCOME

Welcome to Swinburne Open Education. Thank you for choosing us to help you reach your study goals. This handbook provides information relevant to your journey with Swinburne Open Education. It includes your rights and obligations, course delivery and assessment model, support, and administration. Additional information and access to support services are available via our learning platform.

Information contained in this handbook may be altered, amended, or deleted 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 world-class, online native 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 Technologyand the commercial backing of one of the largest private education groups in the Asia-Pacific region, UP Education.

Swinburne Open Education provides training and assessment services on behalf of Swinburne University of Technology (RTO Provider Code 3059). Both Entities are dedicated to delivering the highest-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.

CONDITIONS OF ENROLMENT

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 in writing 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 open-access education opportunities wherever possible while ensuring our students are prepared for their study journey.

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 specified 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 education 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

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 offer a qualification and statement of attainment for any nationally recognised training successfully completed with USI. You can create or confirm your USI through the USI website here.

Once you have created your USI, you must forward the number with your full name and contact details to studentservices@swinburneopen.edu.au. The number is required for Swinburne Open Education to issue you a nationally recognised qualification/statement of attainment upon completing your studies. You can provide us with access to your USI during your enrolment process.

Swinburne Student Charter
Expectations of Swinburne
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.

Table of roles and responsibilities (VC delegation)

Role/Decision/Action	Responsibility*	Conditions and limitations
Provision by university of student services (including counselling, disability, equity, health, housing, development, faith)	Deputy Vice-Chancellor (education, experience and employability)	Must publish guidelines for staff and students, must be consistent with legislation
Establishment of student loan and grant schemes for students experiencing financial difficulty	Deputy Vice-Chancellor (education, experience and employability)	Terms and conditions of schemes must be published

Expectations of students

As part of the student agreement, you agree to abide by the policies and procedures of Swinburne OpenEducation, 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 property and facilities, including library, computing, and laboratory resources, and recognise the right of others to use these facilities and services

- 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 cooling-off period. *(Information about Payment liability for cancellation cases outside of the Cooling Off Period is provided within the Student Agreement).*
Course extension fee	$50 per month	Course extension fee for each month of extension to a maximum of 6 months. For example, a 3-month extension will cost $150.
Certificate re-issue	$35	Request for certificate or statement of attainment re-issue.
Transcript re-issue	$35	Request for transcript re-issue.
Student documentation request	$35	Request for documentation with student authority. Includes requests for documentation to support insurance claims, for example, compensation due to accident and recovering course fees from external party or legal or police-requested documentation.
Credit transfer administration fee (from a Swinburne Open Education / Swinburne University of Technology qualification)	Nil	No administrative fee is applied to credit transfer for a unit/s completed at Swinburne Open Education or Swinburne University of Technology.
Credit transfer administration fee (from non-Swinburne RTO)	$150	A $150 administrative fee is applied to credit transfer for a unit/s completed at an RTO not connected to Swinburne entities.
Recognition of Prior Learning (RPL) application fee (stage 1 eligibility assessment)	$300	Non-refundable application fee for RPL (stage 1 eligibility assessment). For further information, please refer to 'RPL and credit transfer.'
Re-assessment fee	$50	Students will be charged an administrative fee for second and subsequent re-assessments. A student is eligible for one free re-assessment after initial submission. This administrative fee does not apply to multiple-choice assessments.
Dishonour direct debit payment fee	*Refer to the terms and conditions of the Debitsuccess contract.*	An administrative fee applies for each dishonoured direct debit transaction.
Workplace/ synchronous assessment cancellation fee	$200	Students will be charged a cancellation fee when they cancel a workplace/synchronous assessment less than 72 hours before the appointment.

Swinburne Open Education may update the schedule of administrative fees, and such updates will be a. made in February each year; b. notified to you with 14 days' notice (by email); and c. limited to a maximum increase of 10% in any calendar year.

STUDYING WITH SWINBURNE OPEN EDUCATION

Learning Environment
Swinburne Open Education adopts a philosophy that learning is:

- Accessible,

- Flexible with study options to fit around life commitments,

- Relevant and contemporary.

The Swinburne Open Education learning model is defined as online, self-directed learning. The learning platform provides access to native online content via multiple devices, including desktop and mobile. Online self-directed learning supports the needs of mature-aged students. It enables students to personalise and optimise their study time and learning experience. The delivery model allows the flexibility for the student to choose the days of the week and the time of the day that they can study. The learning platform includes opportunities for students to attend live sessions for support or view the recordings at times that suit their schedule instead. To attain support, students are encouraged to engage in discussion forums or correspond with their trainer via the learning platform messaging centre. Students completing self-directed learning are encouraged to commit 14 to 23 hours of study per week to complete their qualification within the required course duration. Hours of study per week may vary from learner to learner based on each individual's industry knowledge and experience level.

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,

- Participate in tutorial/webinar sessions,

- 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 must prepare for work placement in advance and ensure they can meet the scheduling requirements of the host organisation. Students cannot assume that a workplace will meet the eligibility requirements of the course until approved by Swinburne Open Ed education delivery staff. 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

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 includes learning modules, each broken down into topics and subtopics specific to the module. 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

Communication with your trainers and assessors can be accessed through:

- Learning platform message centre
  Students are required to contact their trainers and assessors via the learning platform message centre. This ensures a clear communication trail between the trainer/assessor, and student. Students can contact their trainer and assessor with questions about the content, materials, and assessments. Please note that response times may vary, please check with your trainer and assessor to confirm the days they can support you and answer specific questions.

- Live Q&A sessions via Zoom
  Designed to allow students to ask trainers and assessors questions about assessments and offer support opportunities in a live environment. These sessions are accessible in the 'Module 1 Additional Resources' forum thread. All support sessions are recorded and made available for students to view independently. A one-on-one video chat with a trainer can be arranged if a student has attended a live Q&A session and still needs additional support.

- Webinars
  Students are encouraged to message their trainers and assessors with questions about their assessments and learning materials. These questions are then answered during the regular webinars, recorded, and posted on the 'Module 1 Additional Resources' forum thread.

- One-to-one video call support (by appointment only)
  Students can access one-to-one video call support via Zoom in cases where they cannot obtain the required information in the live Q&A sessions or webinar recordings. *Students must show they have attempted communication with their assessor via the learning platform message centre and attended a live Q&A support session*.

Swinburne Open Education also provides indirect academic support through:

- Forum posts

- Case-managed queries within the learning platform.

STRUCTURED WORKPLACE LEARNING AND ASSESSMENT (SWLA)

Swinburne Open Education offers several courses that include Structured Workplace Learning and Assessment (SWLA) which provide students with the opportunity to develop and apply skills and 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 willbe 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 separately 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 vverview 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*: There are two SWLA guide documents, one for you, the student, and one for your workplace supervisor. These provide an overview and explanation of the requirements and expectations for SWLA and an explanation of the workplace assessments that you will be required to complete.

- *Host organisational approval form*: Gathers details about the proposed workplace hosting your SWLA experience and the nominated workplace supervisor. Please note that you are not eligible to commence placement until your host organisation approval form has been reviewed by a trainer and assessor and your workplace and nominated supervisor have been approved. Please ensure you follow the instructions provided within the learning platform and upload the documentation as stated within the instructions and assessment guides.

- *Workplace checklists:* There are two checklists, one for you, the student, and one for your workplace supervisor. These checklists ensure that important information about the SWLA processes are clear for you and your workplace supervisor.

- *Work placement plan*: This plan details the activities you must undertake, evidence of performance required for assessment, and suggested hours needed to complete the activities. The plan also includes details for the schedule of checkpoints with your assessor. Upon placement approval, a work placement plan is provided to students; please note that if you have not received a plan, you have not yet been approved for placement. Any hours of placement completed by a student while a host organisation and workplace supervisor have not been approved may not be considered part of the overall hours required for SWLA.

- *Interview questionnaire*: The checkpoints enable your assessor to provide advice and guidance if you have any concerns or difficulties and to help you stay on track during placement. The checkpoints also provide input to the SWLA plan.

- *Logbook*: The logbook is an important document and essential evidence supporting your SWLA experience. This document records your attendance dates and hours and your workplace supervisor's verification.

- Portfolio: This document contains all the information about the assessments you must complete during SWLA. It outlines each task and gives instructions on how to collect evidence and gain sign-off from your workplace supervisor.

- *SWLA final feedback:* In this document, your assessor will provide final feedback on your overall performance

during SWLA to help you further develop and improve the application of skills and knowledge in the workplace.

- *Third-party report*: This assessment requires you to have tasks/activities signed off by your workplace supervisor. Your workplace supervisor should only sign off on these tasks/activities when you have successfully completed each. The workplace supervisor may choose to complete this form or have this evidence collected and captured through the final interview with the assessor. To be assessed as competent, you must successfully complete all tasks/activities associated with SWLA and have been signed off by your workplace supervisor.

SWLA – Support Services

Workplace support is available for courses that include SWLA and includes:

- Processing workplace approvals

- Work placement support, assisting students with locating a workplace that will be able to support the student through SWLA.

Online Pre-SWLA-Workshops

In specific courses with high practical requirements, students will be encouraged to attend online pre-SWLA-workshops. To be eligible to participate in placement and attend an online pre-SWLA-workshop, students must complete the modules and assessments leading up to the first block of placement in their chosen course. This ensures students have the fundamental knowledge to participate in an online pre-SWLA-workshop. The online workshops are designed to help students learn the practical components of the units they are studying and help induct students into the requirements of the workplace/industry they will be attending for placement. The workshop details the tasks a student will be required to complete within a real work environment. Students will be given opportunities to practice these activities and ask questions to help build their confidence before they commence placement. A trainer and assessor are present for the online workshop to provide guidance and facilitate demonstrations of the activities to be completed in a workplace environment.

Please note that the online pre-SWLA-workshops are held on business days between 9 am and 5 pm AEST/DST. Students attending these workshops must have a functioning microphone and web camera. Students will need a clear area behind them to demonstrate activities and participate in the required tasks. Swinburne Open Ed strongly recommends that all students attend a pre-SWLA-workshop before commencing placement to improve their work placement experience.

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.

- Swinburne Open Education recommends that all students attend an online pre-SWLA-workshops before commencing placement.

- 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

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.

- P*ortfolios* 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 workplaceor 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 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

To apply for RPL:

1. Contact student services via studentservices@swinburneopen.edu.au with your request to apply for RPL

2. Student services will create your case and send it to the relevant education delivery team

3. You will receive the stage 1 RPL eligibility review documents and must pay the $300 administration fee before commencing.

4. Once the administration fees have been processed, a stage 1 eligibility administrator will be assigned to your case and will forward all necessary RPL stage 1 documentation and folders for evidence collection. Candidates will be given 20 business days to gather the required evidence per the requirements stated within each unit of competency. Applicants must communicate with their designated case administrator and seek additional time to collect the necessary evidence.

5. If successful with stage 1, a student's application is deemed eligible for a formal RPL assessment. The student's RPL applications will be sent to the Swinburne assessment team to complete a formal review and quotation of RPL costs associated with the application.

You can find further information on RPL [here](#).

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.

To apply for Credit Transfer:

1. Email the student services team via 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 give the credit transfer team up to 20 business days to process your application. Upon completion of the review, students will receive a formal outcome of the credit transfer. The outcome will include information on the revised study plan and any reduction in course fees due to the credit transfer.

You can find further information on RPL and credit transfer [here](#).

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

- Seeking assistance via the learning platform.

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 theassessor

- Is provided in sufficient time, allowing the student to utilise the feedback in subsequentassessments.

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 achievethe 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 re-enrol in the specific module and undertake additional workplace-based activities, subject to the discretion of the program manager. Please note that any student requests for submissions beyond the three attempts offered in the learning platform incur a fee. Please refer to the administration fee schedule outlined in this handbook.

Module Unlocking Procedures

Student Services have the authority to unlock a student's following module should they have a submission outside of the ten-business day service level agreement. This can be done permitting the following:

- The student has submitted all submissions within their current unit, and there are no pending assessments to be submitted

- Following a 'not yet competent' grade, the student has no submissions within current or previous units/modules that require resubmission

- If a student meets the above eligibility criteria and would like to request a module unlocking, they should send an email to studentservices@swinburneopen.edu.au. The email should include their full name, student ID number, contact details and detail which module they would like to have access to.

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 complete the assessment appeal form and submit it to student support via the student services team.

- To receive access to the assessment appeal form, please send an email titled "Assessment appeal request" with your full name and student ID number to studentservices@swinburneopen.edu.au.

SWINBURNE OPEN EDUCATION – STUDENT ENGAGEMENT STRATEGY

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:

Initiative 1a: Live Q&A sessions via Zoom	• This is a recorded tutorial-based class. The sessions are designed to give students confidence in asking questions. • Live Q&A sessions are scheduled to occur every week. • Trainers and assessors are allocated modules to deliver live Q&A sessions. • Based on student attendance, schedules for live Q&A sessions will be amended. • Trainers and assessors must record all their live Q&A sessions so that students who cannot attend the sessions live can view them in their own time. Please note that in occurrences where no students attend a live Q&A, the session recording will not be uploaded.
Initiative 1b: Additional resources thread	• Each course has a thread created within the module 1 course forum to host additional resources and the live Q&A and online classroom recordings. • Links are added detailing the date the live Q&A or online classroom was delivered/recorded; a hyperlink is created using the Panopto URL.
Initiative 2: Online classrooms (Pre-recorded webinars)	• A classroom-style webinar designed to address gaps in content and enrich the student's learning journey. Trainers and assessors can use these sessions to inform students of industry updates, content revisions, and materials or create new information that can assist and support student progression.
Initiative 3: Message centre – communication with trainers and assessors via LMS	• Students are encouraged to contact their trainers and assessors via the LMS message centre with queries and requests for support. • Course forums are a location to help students engage with one another. If they seek support from a trainer and assessor, they should use the message centre. • Each education delivery team member regularly checks the message centre, and students receive responses within 2-3 business days of receiving the communication.
Initiative 4: One-on-one video call support	• All student bookings are to be arranged via the current appointment booking system approved by Swinburn Open Education. Students are encouraged to attend online classrooms and group tutorial sessions to obtain the necessary information. In the instance that a student has attended live Q&A and reviewed the additional resources and still needs further support, a one-on-one video call can be arranged.

STUDENT SUPPORT SERVICES

Non-Academic Support

The Swinburne Open Education student support 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, and provides the following support services:

- General administrative support - available to students requiring support for a range of administrative issues, including:

    o Leaning platform technical issues

    o Change to personal details

    o Payment queries

    o Third-party authority

    o Accessing reasonable adjustment

    o Course extensions

    o Course deferral

    o Special circumstances

    o Course cancellation

    o Course improvements

    o Assisting with certificate re-issue.

- Workplace Support - available for courses that include SWLA and includes:

    o Processing workplace approvals

    o Work placement support.

- Addressing issues

    o Students are provided with an informal avenue to have minor concerns/issues addressed and resolved quickly without the need to engage with the formal complaints process.

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 of 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 to have minor concerns/issues addressed and resolved quickly without the need to engage with the formal complaint process. Please contact student services for assistance with addressing issues.

If further investigation is required, students will be provided with a proposed resolution either verbally or 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 complaint in writing in accordance with our complaint management process.

Local Resolutions
At Swinburne Open Education, we continuously improve our services and welcome your feedback. To learn more about our local resolutions process or to lodge a local resolution request, visit your student hub and our policies available on our website.

If you are not a student, you can lodge a local resolution in writing by emailing studentservices@swinburneopen.edu.au.

Special Considerations
Students applying for special consideration must notify Swinburne Open Education in writing by emailing their request to the student servies team at studentservices@swinburneopen.edu.au. They must also include all relevant documentation along with their cancellation request.

The information and supporting documentation provided should demonstrate that the circumstances are continuing and serious and will materially affect the student's ability to continue with the course. It is recommended that students who wish to apply for special consideration first contact student services to discuss the matter.

If a special consideration application is received and Swinburne Open Education considers that there are grounds for granting special consideration to the student, the student may be provided with either:

- Early cancellation of a course with an amendment to the learner's fees based on whether the special consideration request was made before 50% of the course duration or after 50% of the course duration

- An extension to the maximum duration of the course

- Additional support services

- A release from payment of future instalments

- A reduced payment arrangement

- A deferred payment arrangement.

Special consideration will not be given if a student seeks special consideration on the sole basis of the following:

- Changing jobs

- Changing work hours

- Moving address (including interstate or international moves)

- Course changes because of a regulatory change governing

- Finding the course more difficult, time-consuming, or stressful than the student had expected

- The student resigning or terminating their employment.

On receipt of a special consideration cancellation application, Swinburne Open Education will within 20 business days:

- Log the case in the student management system

- Place the current payment schedule and any associated collection activity on hold (if applicable)

- Investigate the special consideration case

- Decide and communicate the outcome to the student in writing.

Where approved, any refund will be issued within 14 days from the date the outcome is provided to the student

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.