



Student Handbook

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WELCOME

Welcome to Swinburne Open Education and thank you for choosing us to help you reach your study and career goals.

This handbook provides information relevant to your journey with Swinburne Open Education including details of your rights and obligations, course delivery and assessment model, support and administration. Additional information and access to support services is available via our learning platform, which is available to you online 24 hours a day.

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 needs to evolve with it to ensure future workforce needs are met. We are here to help our students reach their study and career goals.

Through our world-class, online native learning platform, Swinburne Open Education provides students with the capacity to study anywhere, anytime to fit study around their life commitments. Our courses are developed in partnership with industry to fuel the future workforce needs of Australia.

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 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).

CONDITIONS OF ENROLMENT

Student Agreement

The Student Agreement is also referred to as the Terms and Conditions for enrolment. All students who enroll 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 that 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. You are required to confirm that you understand and are able to meet the specified entry requirements as part of the enrolment process.

Where a course has a pre-requisite for enrolment, you are required to provide Swinburne Open Education with the prescribed evidence confirming that you meet the requirements for enrolment. In general, this will be certified copies of prescribed certificates and/or documents.

Language, Literacy and Numeracy (LLN) Requirements

Swinburne Open Education courses require you to read comprehensive subject notes, complete a range of written assessments, undertake independent research activities, and at times, engage in online forums and discussions.

Should you be unsure of your current LLN capability relative to the course requirements, Swinburne Open Education provides access to a LLN assessment tool. The results of the assessment will assist to determine your current LLN capability and help us determine your education support needs.

If you need additional support, there are a number of organisations who 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 are required to provide a valid Unique Student Identifier (USI).

Swinburne Open Education is unable to issue a qualification and/or statement of attainment for any nationally recognised training successfully completed without a valid USI.

You can create or confirm your USI through the USI website [here](#).

Once you have created your USI, you will need to provide this to us in order to be able to be issued a nationally recognised qualification/statement of attainment. You will be able to provide us with access to your USI either during your enrolment process or at any-time you are enrolled as a student.

Swinburne Student Charter

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 sets that students are expected to:

- Participate actively and positively in their own learning,

- Engage with their studies, including all self-directed learning tasks, and meet assessment requirements and administrative deadlines,
- Monitor their own progress and use feedback from staff to improve learning,
- Be accountable for their own 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,
- 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 provided with the opportunity to respond to alleged breach. Swinburne Open Education will investigate the alleged breach and consider any evidence provided along with the student response.

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:

- Written warning issued to the student,
- Expulsion from Swinburne Open Education,
- Other disciplinary action deemed appropriate.

STUDYING WITH SWINBURNE OPEN EDUCATION

Learning Environment

The 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 online native content via multiple devices including desktop and mobile.

Swinburne Open Education's Learning Platform provides a wide range of services that are essential for your learning experience. Through the platform, you are able to:

- Access learning materials and assessments,
- Engage and interact with Trainers,

- Participate in tutorial/webinar sessions,
- Participate in student forums,
- Undertake and upload assessments,
- Access assessment grades and feedback, and
- Access student support services.

Course Structure and Learning Resources

Each course includes Learning Modules, which are broken down into topics and subtopics specific to the module. Each module includes a range of learning styles, designed around the principles self-directed study and most effective methods to impart knowledge.

As a Swinburne Open Education student, you will engage with a range of learning approaches and resources during your studies. Learning materials include:

- written text,
- diagrams,
- instructional videos,
- formative activities that provide students with instant feedback.

Some courses include Structured Workplace Learning whereby the student participates in a real workplace to practise and develop course skills directly transferable to the workplace.

Structured Workplace Learning

Swinburne Open Education offers a number of courses that include Structured Workplace Learning (sometimes referred to as Practical Placement), providing students with the opportunity to develop and apply skills and knowledge in a real workplace environment.

Structured Workplace Learning will give you an insight into job roles and responsibilities within an industry context. This is an invaluable opportunity for you 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 you will be required to undertake a range of prescribed tasks and activities on multiple occasions over time. You will have the opportunity to experience real work conditions and expectations as well as develop a range of general skills and vital job specific skills and knowledge.

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

Structured Workplace Learning Requirements.

The completion of a practically based work placement is required for completion of many nationally recognised training qualifications. Swinburne Open Education identify these requirements on the course webpage, in the Course Brochure and within the course content on the learning platform.

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 Structured Workplace Learning as part of your course, make sure that you review and are familiar with all the associated resources available in the learning platform. If you have further questions, you can contact Student Support through the learning platform.

Structured Workplace Learning Documentation

Swinburne Open Education provides you with access to a range of documents and forms that relate to Structured Workplace Learning, both prior to enrolment and within the learning platform. These include:

- **Course Brochure:** Identifies that a course includes Structured Workplace Learning and provides high level information,
- **Workplace Assessment Guide (WAG):** There are two WAG documents, one for you, the student and one for your workplace supervisor. These provide an overview and explanation of the requirements and expectations for Structured Workplace Learning, and an explanation of the workplace assessments that you will be required to complete,
- **Workplace Approval Form:** Provides details relating to the workplace that is proposed to host your Structured Workplace Learning experience and the nominated workplace supervisor.
- **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 Structured Workplace Learning and workplace assessment process are clear for both you and your workplace supervisor.
- **Structured Workplace Learning Plan:** This Plan details the activities you are required to undertake, evidence of performance required for assessment and suggested hours that may be needed to complete the activities. The Plan also includes details for the schedule of Checkpoints with your Assessor.
- **Student and Workplace Supervisor Checkpoints (Interviews):** The Checkpoints enable your Assessor to provide advice and guidance if you have any concerns or difficulties, and to help you stay on track. The Checkpoints also provide input to the Structured Workplace Learning Plan and any adjustments if required.
- **Workplace Assessment Logbook:** The Logbook is an important document and essential evidence supporting your Structured Workplace Learning experience. This document records the dates and hours that you attend the workplace and your workplace supervisor verification.
- **Workplace Assessment Portfolio:** This document has all the information relating to the Assessments that you are required to complete during Structured Workplace Learning. The Portfolio outlines each task, instructions on how to collect evidence and gain sign off from your workplace supervisor.
- **Structured Workplace Learning Final Feedback:** In this document, your Assessor will provide you with final feedback on your overall performance during Structured Workplace Learning to help you further develop and improve the application of skills and knowledge in the workplace.

ASSESSMENT

Assessment Types

Swinburne Open Education uses a range of assessment methods including:

- **Questioning** is generally more applicable to the assessment of Knowledge Evidence. Assessment could be by written or oral questioning, conducting interviews and questionnaires or an online quiz.
- **Online Quiz** is completed via the online Learning Management System. Feedback and results are automatically provided to the student. Online quizzes can include a range of question types such as: Fill in the Blanks, True or False, Multiple Choice, Matching draggable words or images to respective items in order to answer a question.
- **Exam or Examination** is a formal method of questioning. Higher AQF level qualifications may include oral or written examinations. Exams are generally applied at the end of a module or course and covers a broader and more in-depth assessment of knowledge than general questioning.
- **Portfolio** requires the student to compiled evidence for assessment of their knowledge and/or skills. A portfolio **may** include collections of work samples, products with supporting documentation, emails, letters, photographs, reports, templates, journals/logbooks etc.
- **Visual Diary** requires students to submit evidence of work in progress. Evidence can include items such as photographs, sketches or screen shots. It may also include a record of research, trials and explorations throughout the design process in the form of annotations and evaluations.
- **Third-party feedback** is generally used as supplementary evidence to other assessment methods. It can be collected in the form of 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 student's employers, supervisors or peers via interviews.
- **Direct observation** is generally more applicable to the assessment of Performance Evidence. The assessment is 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 a student to complete assessment tasks in a real or simulated workplace environment. Evidence is collected using a variety of methods such as Direct Observation, Portfolio, Third-party Feedback. When workplace assessment is required, students will be provided with a Workplace Assessment Guide which may also require a minimum duration in which the student must attend the workplace.
- **Demonstration/Presentation** requires the student to demonstrate practical skills by completing set tasks or presenting information. A Demonstration/Presentation is usually assessed by direct observation or submission of video, audio or PowerPoint files. Observation checklists are often used to clearly outline the assessment criteria.

- **Written Report** requires students to demonstrate their knowledge by writing in a specific format that is outlined in the assessment. Written reports require students to research and apply their knowledge within a given content.
- **Case Study** requires a student to answer questions and/or complete assessment tasks based on a context that is presented to them. Case Studies depict real-life situations in which problems need to be solved. Completing a Case Study can include multiple methods of assessment such as oral or written questioning, online quizzes, video or audio recordings, written report or collecting evidence in a portfolio.
- **Projects** may require students to submit documented evidence that details each stage of a major task. Evidence may include a project plan, journal entries or report on each stage of the project, final evaluation on the project's implementation and 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.

RPL and Credit Transfer

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

To apply for RPL:

- Submit an RPL application request in the Learning Platform,
- Be given access to the RPL Kit for either the whole course or specific modules, which include detailed information and instructions for the RPL process,
- Gather your RPL evidence in line with the RPL Kit instructions,
- Submit the completed RPL application to Student Support, and
- Pay the RPL Application Fees as noted in the Schedule of Administrative Fees.

To apply for Credit Transfer:

- Submit a Credit Transfer application in the Learning Platform,
- Submit evidence to support your Credit Transfer application to Student Support,
- Pay the Credit Transfer Application Fee as noted in the Schedule of Administrative Fees.

Assessment Feedback

Swinburne Open Education adopt 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,
- Provides information that supports continuous improvement of assessment.

Standards for Good Assessment Feedback.

Assessment feedback should be:

- Clearly identified as 'feedback'
- Recorded in the learning platform,
- Appropriate and sufficient to enable the student to form an accurate understanding of their performance, facilitate improvement and promote learning.

Students should receive feedback that:

- Indicates their strengths and weaknesses of their work against the assessment criteria that are written in plain English,
- Provides clear guidance on how to improve performance with respect of 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 that enables the student to utilise the feedback in subsequent assessments.

Assessment Outcomes

You will submit your assessments and receive assessment outcomes and feedback via the Learning Platform. Service standards for individual assessments is dependent of the type of assessment and defined as 10 days unless otherwise specified.

Competency decisions are made at unit of competency level. An Assessor will deem a student either 'Competent' or 'Not yet competent' at unit level based on the results of all assessments that relate to a given unit of competency.

You must successfully complete all assessments relating to a unit in order to achieve a competent outcome.

Assessment Re-submissions

Students have the opportunity to re-submit individual assessments where they do not successfully achieve the assessment benchmark on the first attempt.

Students have up to three attempts at each individual assessment (initial attempt and two re-attempts). In the event the student does not achieve competency at the third attempt of any assessment task, they will be required to re-enrol into the specific module and/or undertake additional workplace-based activities. Fees

may apply for re-enrolment.

Assessment appeals

In the event a student is dissatisfied with the outcome of an assessment, they may appeal the assessment decision within 10 days of being notified of the assessment decision.

To appeal an assessment decision, students complete the Assessment Appeal Form and submit to Student Support via the Learning Platform.

STUDENT SUPPORT SERVICES

Academic Support

You 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,
- Tutorial sessions,
- Assessment queries.

Academic support is provided in both real time and via indirect support. You will be assigned a Trainer at the beginning of each Module of Learning. The Trainer is available to provide real time support via:

- Online chat,
- Email,
- Video chat,
- Phone.

You are able to choose the engagement method and suitable time to engage in real time support.

Swinburne Open Education also provide indirect academic support through:

- Forum posts and moderation,
- Case managed queries within the learning platform.

Non-Academic Support

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 9am – 6pm and provide the following support

services:

- General Administrative Support - available to students requiring support for a range of administrative issues including:
 - Learning Platform technical issues,
 - Change to personal details,
 - Payment details,
 - Third Party Authority,
 - Accessing Reasonable Adjustment,
 - Course extensions,
 - Course deferral,
 - Special circumstances,
 - Course cancellation,
 - Course improvements,
 - Certificate re-issue.
- Learning Support - available to students at anytime during their enrolment period. The services included as part of Learning Support include:
 - Learning platform induction,
 - Getting started/orientation for the course,
- Workplace Support - available for courses that include Structured Workplace Learning and includes:
 - Processing workplace approvals,
 - Work Placement support.
- Addressing issues - Students are provided with an informal avenue to have minor concerns/issues addressed and resolved quickly without the need to engage with the formal complaint process.

Reasonable Adjustment

Swinburne Open Education Reasonable Adjustment processes ensure that Students:

- Are aware that they have the opportunity to disclose disability, learning needs or request Reasonable Adjustment either prior to or during their enrolment period,
- Are able to discuss their specific learning and support needs with their Enrolment Consultant, Student Support Officer, and 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,

- Are able to 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/or assessment activity in a range of situations. These may include:

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

The need for Reasonable Adjustment may be identified in a range of situations throughout the Student Lifecycle. Prospective students have the opportunity to disclose any disabilities, specific support requirements or Reasonable Adjustment needs:

- On the Enrolment Form,
- During discussions with an Enrolment Consultant, and
- During engagement with the Admissions Team.

When you are enrolled, you have the opportunity to 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 Support,
- Seeking assistance via the learning platform.

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).

In order 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, and
- Paid all required course fees.

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

Student Issues

Swinburne Open Education Students are provided with 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 Support for assistance with addressing issues.

Students will be provided with a proposed resolution either verbally or in writing within 2 days or within 5 days if further investigation is required.

In the event a student is dissatisfied with the resolution of their issue they will be provided with an option to submit a complaint in writing in accordance with our complaint management process.

COMPLAINTS

At Swinburne Open Education, we are continuously improving our services and welcome your feedback. To learn more about our complaint management process, or to make a complaint, visit your Student Hub and our policies available on our website <https://www.swinburneopen.edu.au/policies>

If you are not a student, you can lodge complaints in writing by emailing studentservices@soe.edu.au

PRIVACY

Swinburne Open Education acknowledges and respects the privacy of individuals and complies with the requirements of the Commonwealth Privacy Act 1988. You can access our Privacy Policy at [swinburneopen.edu.au/policies](https://www.swinburneopen.edu.au/policies)