



# Student Information Handbook



Proud to be a Queensland Government  
subsidised training provider

Date updated: 1  
October 2020  
Qld Small Business Courses  
Landscape Skills  
RTO # 41456

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## INTRODUCTION

Welcome to our RTO!

Our RTO is referred to as Qld Small Business Courses Pty Ltd RTO 41456 (QSBC), and trades as Qld Small Business Courses and also Landscape Skills. You can access details about our RTO, through <https://training.gov.au/Organisation/Details/41456> or go to our website [www.qsbc.edu.au](http://www.qsbc.edu.au).

This Student Information Handbook has been put together as a reference for you to our processes of enrolment, training and assessment.

Please refer to our website [www.qsbc.edu.au](http://www.qsbc.edu.au) for any further information.

Upon enrolment you will be given the details of your trainer/assessor who can assist you with any questions you may have at any time, you will also be issued with a login to our student portal, which will give you access to all of the required information for your course.

We are here to help you develop your skills and meet your goals.

## COURSES

All of our courses available are listed on our website.

Each course has a set number of core units and electives to choose from. The electives that are available are contained within the Training and Assessment Strategy for that course.

Where different electives are requested, we can consult with yourself and industry to include them, provided they meet the packaging rules.

## MARKETING AND PRE-ENROLMENT

Students come to us via many pathways. For example they may find our website, or their employer might receive a referral to use us. No matter which pathway, we have obligations to ensure that we give you all of the required information, and that you understand, prior to your enrolment. Our obligations to you include –

## Standards for RTOs Clause 4.1

*Information, whether disseminated directly by the RTO or on its behalf, is both accurate and factual, and:*

- a) accurately represents the services it provides and the training products on its scope of registration;*
- b) includes its RTO Code;*
- c) refers to another person or organisation in its marketing material only if the consent of that person or organisation has been obtained;*
- d) uses the NRT Logo only in accordance with the conditions of use specified in Schedule 4;*
- e) makes clear where a third party is recruiting prospective learners for the RTO on its behalf;*
- f) distinguishes where it is delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on its behalf by a third party;*
- g) distinguishes between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by the RTO;*
- h) includes the code and title of any training product, as published on the National Register, referred to in that information;*
- i) only advertises or markets a non-current training product while it remains on the RTO's scope of registration;*
- j) only advertises or markets that a training product it delivers will enable learners to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised;*
- k) includes details about any VET FEE-HELP, government funded subsidy or other financial support arrangements associated with the RTO's provision of training and assessment; and*
- l) does not guarantee that:*
  - i) a learner will successfully complete a training product on its scope of registration; or*
  - ii) a training product can be completed in a manner which does not meet the requirements of Clause 1.1 and 1.2; or*
  - iii) a learner will obtain a particular employment outcome where this is outside the control of the RTO.*

We take our obligations seriously, and if you have any concerns that we have at any time breached these obligations please get in touch. Any student either past or present, may be entitled to a refund if we have breached these obligations.

## ENROLMENT

The enrolment process involves you accessing our online portal and completing your online pre-enrolment. Once we receive notice that you would like to enrol, we send you an email with your login details to complete the pre-enrolment course.

- The Pre-Enrolment Course includes:
  - details about your course
  - undertaking an LLN assessment (see below)
  - an explanation of all fees and charges
  - providing your identification and any eligibility information
  - completing other supporting documents that will depend on the program being enrolled into
  - providing a brief history of your work experience so we can establish your student cohort

You can refer to our website or to links contained in the enrolment form at any time for further information. Alternatively, your trainer/assessor can assist.

Once your pre-enrolment is completed, you will be inducted by one of the QSBC team.

The induction process includes:

- navigation of the system
- answering any queries you may have
- negotiating and signing training plan (where applicable)
- access to workplace entry recording

Prior to training commencement, a training plan is completed with input from you, your employer (where applicable) and the trainer/assessor. This will allow all parties to be involved in the selection of units to be completed for the course.

Part of the enrolment process is identifying the student cohort that you fall under. Your student cohort estimates the Volume of Learning for each unit, as well as the estimated duration of your course. These hours are located in Section 11 of the Training and Assessment Strategy for the course you are enrolled in - available on our website and in your Student Portal.

You will have access to your Student Portal at all times. You can update any of your details and monitor the progress of your course.

From time to time, we may enter into an Auspice Agreement to deliver certain courses. Generally these will be courses that are not available under our scope of registration, but we've partnered with another RTO to provide your training.

In these instances, this will be clearly explained to you, and you will be enrolled using the paperwork of the partner RTO. You will receive emails upon enrolment from the partner RTO. This should be obvious prior to, and at the time of enrolment, if you are in any doubt at all, which RTO you are enrolled with, please make contact immediately.

## Enrolment

VET – Clause 5.1

Standards for RTOs Clause 5.2

*Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:*

*a) the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register;*

*b) the training and assessment, and related educational and support services the RTO will provide to the learner including the:*

*i) estimated duration;*

*ii) expected locations at which it will be provided;*

*iii) expected modes of delivery;*

*iv) name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf; and*

*v) any work placement arrangements.*

*c) the RTO's obligations to the learner, including that the RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation.*

*d) the learner's rights, including:*

*i) details of the RTO's complaints and appeals process required by Standard 6; and*

*ii) if the RTO, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in;*

*e) the learner's obligations:*

*i) in relation to the repayment of any debt to be incurred under the VET FEE-HELP scheme arising from the provision of services;*

*ii) any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product; and*

*iii) any materials and equipment that the learner must provide; and*

*f) information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.*

If you have concerns that these obligations have not been met during the enrolment process, please get in touch.

## **LANGUAGE LITERACY AND NUMERACY CONSIDERATIONS**

In order for us to provide you with the best possible training and assessment, it is important that we understand your learning style so that, where necessary, learning and assessment activities can be adjusted to suit your needs and relevant support offered if necessary.

When completing your enrolment form, you will be asked if you have any language literacy and numeracy (“LLN”) needs or require any assistance. Your trainer will request you to complete an LLN indicator test to determine your existing levels of LLN. . In instances where it is identified that a student may have a particular learning difficulty or LLN issue, we will refer he/she to a learning centre for additional support and assistance.

## **UNIQUE STUDENT IDENTIFIER (USI)**

If you're studying nationally recognised training in Australia from 1 January 2015, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards. Your results from 2015 will be available in your USI account in 2016.

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet or smart phone anytime.

It's free and easy to create your own USI and will only take a few minutes of your time. Alternatively, we can create your USI on your behalf. To do this we will need some additional identification information from you such as your driver's licence number and your written consent on your enrolment form.

We can create or verify your USi through our Student Management System. There are times when this verification is unsuccessful and you will be asked to contact the USi office to retrieve your USi for our system. We cannot process your enrolment until your USi is verified on our system.

## **TRAINING**

After enrolment and induction, you are ready to start your training.

Your trainer/assessor will contact you to arrange the first visit, to discuss whether any RPL is applicable and to work through your first module.

You will have access to learning materials and training tools and can contact your trainer at any time with any questions or concerns.

The amount of training provided will depend on your student cohort - refer to Section 11 of the Training and Assessment Strategy for the qualification you are enrolled in.

Our cohorts have been established via Industry Engagement. As Volume of Learning is only a guide, it can be different across industries.

Where Industry members from the Building and Construction Industry indicated 30 hours workplace learning, Primary Industry indicated 60 hours for the same unit.

We believe the reason for this is that the Building and Construction industry can be considered higher risk, and that students have a larger focus placed on them. They typically have also already achieved a Cert 1 competency in their white card, to be legally able to work on a construction site.

This is not the case with workers in Primary Industries, where safety systems are not of the same industry standard.

#### Standards for RTOs Clause 1.1

*The RTO's training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.*

This standard is met by information contained in the TAS for each training product.

#### Standards for RTOs Clause 1.2

*For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to:*

- a) the existing skills, knowledge and the experience of the learner;*
- b) the mode of delivery; and*
- c) where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.*

## **ASSESSMENT**

As an RTO we implement an assessment system that ensures that assessment (including RPL):

- complies with the assessment requirements of the relevant training package; and
- is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

## **RECOGNITION OF PRIOR LEARNING (RPL)**

Recognition of Prior Learning (RPL) is the formal acknowledgement of the skills, abilities and knowledge that applicants might have obtained as a result of their work and life experience/s, previous training and/or formal education.

Your assessor will provide you with an opportunity to apply for/obtain RPL.

Should you wish to seek RPL, you must provide sufficient evidence of existing knowledge and skills. In addition, you will also undertake a formal assessment process consisting of a conversation (wherein you respond to a series of questions related to the units of competency for which you are seeking credit), challenge testing and the collection of third party testimonials or references from previous and current employers covering as a minimum the last 3 – 5 years of continuous employment.

## **COMPETENCY BASED ASSESSMENT**

### **Assessment Process**

Competency based assessment is the process of gathering evidence to confirm that students can perform required skills and knowledge. To complete a unit of competency students are required to successfully demonstrate their skills and knowledge on all of the activities within this assessment. Rather than using a marking scale, competency based assessment uses competent or not yet competent.

The assessment tasks for the units of competency have been designed to allow you to demonstrate that you have the skills and knowledge to meet the requirements of the unit of competency. The assessment process will vary depending on your individual circumstances and your assessor. In most cases the steps will be:

- Complete all of the on-line assessments

- Provide verbal answers to our trainers (either over the phone, online or in person)
- Under practical tasks whilst being observed by your assessor
- Complete the workplace activity reports

Prior to the completion of any assessment, your assessor will:

- make provision for any special support you may need
- organise and arrange all required resources

On completion of the assessment your assessor will:

- mark your work
- communicate the outcomes of the assessment to you and provide feedback for future performance
- if not marked as satisfactory, you will be given further training/instruction and then provided with an opportunity to resubmit the work or be reassessed for the task. On the occasions where students are unable to demonstrate competency after two (2) re-assessment attempts they should speak to their assessor about further opportunities to complete the unit.
- record assessment decisions as C – Competent or NYC – Not Yet Competent.
- ask you to acknowledge the assessment task outcomes and feedback by signing and dating the assessment. If you disagree with the assessment result you have the right to appeal.

## Special Consideration

We are able to make **reasonable adjustment** if you have a disability that may interfere with your learning or progress. You will need to inform your trainer and request that reasonable adjustments be made on the basis of your disability.

## Tools, Equipment and Resources

The resources for each unit of competency are confirmed at the Employer Resource Assessment conducted as part of your induction. If your employer does not have any of the resources required, we will organize them.

## Time frames

The expected duration of the units of competency are outlined on your training plan. The maximum course duration is identified as part of your enrolment. Your assessor will be closely monitoring your progress. Please contact your assessor if you are having any difficulties with a unit.

## Workplace situations

Evidence for assessment should be gathered in the workplace. However, this may not always be possible for a number of reasons including:

- you may not yet be employed in a suitable workplace
- the workplace may not be large enough to support appropriate assessment activities
- it may be difficult for you to access organisational information or there may be confidentiality issues
- it may not be possible to assess some tasks in the workplace, such as tasks around emergency response.

Therefore, scenarios based on typical workplace situations have been provided that can be used with the assessment tasks if evidence cannot be collected in an actual workplace. Your assessor may:

- use the scenarios provided
- change the scenarios to meet workplace needs
- create new scenarios based around specific workplace situations.

We are aware that the answers, information and projects completed by students will differ from one workplace to another and we encourage the assessor where ever possible to apply the requirements of the assessments to the workplace. We are not assessing the student's ability against anyone else and we do not compare the student's work to that of other students to determine if the student is competent or not. When assessing a student's ability to demonstrate the skills and knowledge of a unit the assessor is looking only at that student's ability against the requirements of the unit.

The assessor will work with the student and their supervisor at the beginning of the unit to identify appropriate activities and/or projects for the student to apply when completing the assessment activities. In the event that the workplace does not have the required

documents, resources and/or equipment to undertake the learning and assessment activities in a unit, we will provide access to these.

At times the assessor will ask for work samples, workplace templates, forms, checklists and policies. In the event that the workplace does not have these we will provide examples that you can work with.

## **Assessment Sections**

### **Learning Materials**

These are a range of resources that you can read, watch or log into external websites, which will give you all of the information required to pass the assessments.

### **Knowledge Evidence (KE)**

These will be from a range of assessment methods. Multiple Choice, True/False, Calculations or forms that you are required to complete.

### **PE & PC**

These are practical observations which your assessor will observe. They will give you instructions prior to the task.

### **Work Activity Reports/Logs**

An essential element of a unit is showing us that you have the required skills as well as knowledge. Please make sure you use the work activity recorder regularly to record any evidence of work that you are doing that relates to a unit.

### **Third party testimonial**

This is the Workplace Activity Register which has been signed by your supervisor to confirm this is work that you have completed.

## **What about Copyright?**

Students must be careful when using work from others. Copyright covers all work that is not the student's including textbooks, newspapers, website information, music, magazines, movies etc.

Students are allowed to do a certain amount of copying for research or study purposes. Generally, 10% or one chapter of a book is acceptable, where the student is studying with or employed by an educational institution. All material taken from another source, word for word or paraphrased, must be acknowledged using an acceptable referencing system.

# Principles of Assessment

## Fairness

The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by us as an RTO to take into account the individual learner's needs.

We inform the learner about the assessment process, and provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

## Flexibility

Assessment is flexible to the individual learner by:

- reflecting the learner's needs;
- assessing competencies held by the learner no matter how or where they have been acquired; and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

## Validity

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.

Validity requires:

- assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

## **Reliability**

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## **Rules of Evidence**

### **Validity**

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

### **Sufficiency**

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

### **Authenticity**

The assessor is assured that the evidence presented for assessment is the learner's own work.

### **Currency**

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

## **RECOGNITION OF QUALIFICATIONS ISSUED BY OTHER RTOS/CREDIT TRANSFER**

We will recognise, and all students will be given the opportunity to have recognised, the AQF qualifications and Statements of Attainment issued by any other RTO.

The recognition of any credit transfer will need to comply with the packaging rules of the training package and will need to be current, valid, authentic and sufficient.

Please contact us should you wish to obtain credit for any qualifications or statement of attainment that you already hold.

## **ACADEMIC AWARDS**

### **Qualification**

To be eligible for an award (e.g. Certificate or Diploma) a student must have completed all program work and assessment as set out in the program outline for the course.

### **Statement of Attainment**

As student's progress through their learning and complete a unit of competency or module, a Statement of Attainment can be awarded if the full qualification will not be completed.

### **Accessing Academic Records**

As an RTO, we are obliged to provide you with timely access to your academic records. Following submission and marking of your assessments, your student records will be updated within 21 days. You can log in to your Student Portal at any time to see the progress of your course/training.

If you require any replacement certificates/statements of attainment, please contact our support team. Please note an administration fee of \$50.00 may be applicable.

### **Issuing Qualifications**

As an RTO we are obliged to issue your qualification to you within 30 calendar days of the final assessment being completed or you exiting your course. A copy of your qualification is also made available to your employer, through our training portal.

Note however, that we cannot issue your qualification until we have your USi in place. See USi Section.

If the RTO closes or ceases to deliver any part of the training product that you are enrolled in, you will be contacted by the RTO with information and options to continue your training.

## **FEES AND CHARGES**

The amount and type of fees and charges paid will depend on the qualification you undertake and your eligibility for any funding. Applicants that are ineligible for funding can obtain a list of fees and charges on request.

All course fees are inclusive of:

- Administration charges
- Training delivery
- Training assessment
- Student course material

- Issue of award

A certificate replacement fee of \$50 may apply if a replacement is required.

If you are eligible for funding under a program, you will be provided with the amount of fees payable prior to your enrolment.

## **Full fee paying students**

A course fee of no more than \$1,000 may be payable prior to commencement of your course. Following course commencement, we may require payment of additional fees in advance from you but only such that at any given time, the total amount required to be paid which is attributed to tuition of other services yet to be delivered to you does not exceed \$1,500.

## **Funded students**

If you are eligible for any of our funded programs, the fees that are payable by you will be advised at enrolment. These fees can also be accessed at our website [www.qsbc.edu.au](http://www.qsbc.edu.au).

## **REFUNDS**

### **Full fee paying students**

A refund will only be given where fees have already been paid in advance, within the above guidelines, and the student believes we have not provided sufficient training and the student fails the assessment process or if the student believes they have been misled. If a student cannot complete the course they will not be liable for payment of any course fees not yet paid. A student can request a refund of fees by contacting their Trainer/Assessor. That Trainer/Assessor will contact management for processing. If a student does not receive a refund they are expecting, they can follow our complaints and appeals policy herein.

Any refunds will be processed within 30 days of receiving the request from the student.

For all students, a full refund of fees will be made to the payer if training is cancelled by us for any reason.

Our refund policy is accessible on our website [www.qsbc.edu.au](http://www.qsbc.edu.au).

If you have been enrolled into a course, and believe that you were misled in anyway, please get in touch as you may be eligible for a full refund.

### **Funded students**

Any student co-contribution fees that are paid under the Certificate 3 Guarantee Program, Higher Level Skills Program, User Choice Program or Construction Skills Queensland (CSQ) Funded Programs are non-refundable, except:

- (a) if a refund is to be given for any Credit Transfers; or
- (b) if a student believes they have been misled.

## **STUDENT AND EMPLOYER FEEDBACK**

Students are welcome to give feedback at any time during their training and assessment with us. At the completion of the qualification/assessment all students are given the opportunity to complete a survey.

If you are funded for a course under the Vet Investment Plan (Certificate 3 Guarantee or Higher Level Skills) you are required to complete a survey within 3 months of completion. This will be provided to you upon completion.

## **COMPLAINTS AND APPEALS**

Should a student have a complaint or appeal, the following steps are to be followed:

1. Student should discuss the issue / complaint with the person involved to try and resolve it verbally.
2. If no resolution is reached, the student should discuss the issue / complaint with his / her trainer to see if it can be resolved.
3. If still no resolution the student should put the following information relating to the complaint or appeal in writing:
  - description of the complaint or appeal
  - state whether they wish to formally present their case
  - steps taken to deal with the complaint or appeal
  - what they would like to happen to fix the problem and prevent it from happening again.
4. The student must submit the complaint to [matt@qsbc.edu.au](mailto:matt@qsbc.edu.au). Management will commence the process of complaints resolution within 48 hours of receipt of the complaint with a response/resolution to be presented to all parties within 30 days.
5. Should the issue still not be resolved to the student's satisfaction, QSBC will make arrangements for an independent third party to resolve the issue and outline any costs that may be involved with this to the student. The student will be given the opportunity to formally present his or her case. The time frame for this process may vary but should take no longer than 14 days.
6. All parties involved will receive a written statement of the outcomes, including reasons for the decision within the 14 day period. If the process is taking longer than

60 days from the complaint or appeal being received the student will be notified in writing of the reason for the delay and kept informed about all progress.

7. If the student is still not happy with external mediation, he / she may take his / her complaint to the Queensland Training Ombudsman.
8. All documentation relating to complaints or appeals should be archived for audit purposes.

## Appeal period

The appeal period for issues related to assessment will be a maximum of one (1) month after the record of outcome of the particular assessment is issued to the client.

## STANDARDS AND POLICIES

### Student Support, Welfare and Guidance Services

While we do not have internal staff capable of offering welfare and guidance services, we will work with you and your employer to accommodate and refer you to relevant professional services such as:

- |                              |                |
|------------------------------|----------------|
| ● Mates in Construction      | 1300 642 111   |
| ● Centrelink                 | 131 021        |
| ● Mission Australia Helpline | 1300 886 999   |
| ● Life Line                  | 131 114        |
| ● Interpreting Service       | 131 450        |
| ● Marist180                  | (07) 3368 1272 |

### Discipline

All staff and participants are expected to behave in a responsible and safe manner and in accordance with our policies and procedures. Inappropriate behavior that may cause harm to fellow students or our staff or disrupt the learning process, may result in suspension, expulsion or dismissal without recourse. Our disciplinary action may include verbal warnings, written warnings and finally suspension and/or expulsion.

Employers of trainees will be advised of all instances of inappropriate or dangerous misconduct of behavior.

## Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a student's exclusion from a unit or a course. When a student has any doubts about including the work of other authors in their assessments, they should consult with their facilitator. The following list outlines some of the activities for which a student can be accused of plagiarism:

- Presenting any work by another individual as one's own unintentionally
- Handing in assessments markedly similar to or copied from another student
- Presenting the work of another individual or group as their own work.
- Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

## Privacy Policy

### Use of Personal Information

Personal information is used only for the purpose for which it is submitted or for such other secondary purposes that are related to the primary purpose, unless we disclose other uses at the time of collection.

### Disclosure

Apart from where consent is obtained or disclosure is necessary to achieve the purpose for which it was submitted, personal information may be disclosed in special situations where we have reason to believe that doing so is necessary to identify, contact or bring legal action against anyone damaging, injuring, or interfering (intentionally or unintentionally) with our rights or property, users, or anyone else who could be harmed by such activities. Also, we may disclose personal information when we believe in good faith that the law requires disclosure.

We may engage third parties to provide goods or services on our behalf. In that circumstance, we may disclose personal information to those third parties in order to meet the request for goods or services.

In addition, our employees and the contractors who provide services related to our information systems are obliged to respect the confidentiality of any personal information held by us. However, we will not be held responsible for events arising from unauthorised access to your personal information.

We will endeavour to take all reasonable steps to keep secure any information which we hold, and to keep this information accurate and up to date.

## AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF)

The Australian Qualifications Framework (AQF) is the policy for regulated qualifications in the Australian education and training system. The AQF was first introduced in 1995 to underpin the national system of qualifications in Australia, encompassing higher education, vocational education and training (VET), and schools. The AQF is the agreed policy of Commonwealth, State and Territory ministers. The AQF website can be accessed at: <http://www.aqf.edu.au>

The AQF provides an integrated policy that comprises:

- the learning outcomes for each AQF level and qualification type
- the specifications for the application of the AQF in the accreditation and development of qualifications
- the policy requirements for issuing AQF qualifications
- the policy requirements for qualification linkages and student pathways
- AQF qualifications and qualification pathways
- the policy requirements for the addition or removal of qualification types in the AQF, and the definitions of the terminology used in the policy.

Annexed to this handbook is the AQF document “Volume of Learning: An Explanation”

## TRAINING.GOV.AU

Training.gov.au is the National Register on Vocational Education and Training (VET) in Australia. Training.gov.au is the authoritative source of:

1. **Nationally Recognised Training (NRT)** which consists of:

- Training Packages
- Qualifications
- Units of competency
- Accredited courses
- Skill sets

2. **Registered Training Organisations (RTOs)** who have the approved scope to deliver Nationally Recognised Training, as required by national and jurisdictional legislation within Australia.

The website can be accessed at: <http://training.gov.au>

## **LEGISLATION**

All participants and staff are expected to comply with all relevant legislation, standards and regulations at all times. Specific legislation in relation to your training will be included in your learning resources and assessment information.

All Queensland legislation is available on line at [www.legislation.qld.gov.au](http://www.legislation.qld.gov.au)

All Commonwealth legislation is available on line at [www.comlaw.gov.au](http://www.comlaw.gov.au)

### **National Vocational Education and Training Regulator Act 2011**

The National Vocational Education and Training Regulator Act is in place to establish and support the continued development of high quality vocational education and training to meet the needs of industry and the community including the regulation of training organisations and accreditation of courses.

### **Standards for Registered Training Organisations 2015 (RTO Standards)**

The VETE Act 2000 governs vocational placement in Queensland.

The RTO Standards can be accessed at <https://www.asqa.gov.au/about/australias-vet-sector/standards-registered-training-organisations-rtos-2015>

### **Work Health and Safety Act 2011**

The objective of the Work Health and Safety Act 2011 is to prevent or minimise a person's exposure to the risk of death, injury or illness being caused by a workplace or work activities. The Act establishes a framework for placing obligations on persons for ensuring the health and safety of others, establishing regulations for industry and providing for the election of workplace health and safety representatives to oversee the implementation of safety provisions for employees and their clients.

### **Copyright Act 1968**

The Copyright Act 1968 aims to protect published work and eliminate the infringement of people to re-produce work without prior permission.

### **The Australian Privacy Principles**

The APP regulate how personal information is collected, stored, used and disclosed.

### **Anti Discrimination Act 1991**

The purposes of this Act is to promote equality of opportunity for everyone by protecting

them from unfair discrimination in certain areas of activity, including work, education and accommodation.

## **Disability Discrimination Act**

The Disability Discrimination Act (DDA) makes it unlawful to discriminate against a person on the grounds of disability. Section 22 of the DDA contains specific requirements for educational authorities and providers. Discrimination in this sense refers to people with disability being treated less fairly than people without. The Act also covers people who may be treated less fairly because they are relatives, friends, carers, co-workers or associates of a person with a disability. All education providers, including RTOs, have responsibilities under the DDA.

## **Fair Trading Act 1989**

An Act to make provision with respect to unfair or undesirable trade practices, to regulate the supply of goods and services and to provide for consumer authorities.

## **REGULATORY AUTHORITIES**

### **ASQA**

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector.

ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Their website can be accessed at: <http://www.asqa.gov.au/>

### **DESBT**

The Department of Employment, Small Business and Training (DESBT) is committed to ensuring Queenslanders have the education, training and support they need to contribute to the economic and social development of Queensland.

They invest in training opportunities, including [subsidised training and incentives](#), to help skill Queenslanders and grow workforces in a way that supports the state's employment, skills and economic priorities.

Through the Training and Skills division, the department is dedicated to achieving quality and supporting a world-class vocational education and training (VET) system in Queensland.

Their website can be accessed at: <http://training.qld.gov.au/>

# Volume of Learning: An Explanation

## Volume of learning defined

The volume of learning is defined in the AQF as follows:

*The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification type. It is expressed in equivalent full-time years.*

## Volume of learning explained

The volume of learning, and the breadth and depth of the knowledge, skills and application of the knowledge and skills determined for a qualification, define the complexity of the qualification.

The volume of learning determined for a qualification must fall within the range provided in the descriptor for the qualification type.

The concept of 'typically' used to describe the volume of learning is intended to provide some flexibility in relation to pathways into and from AQF qualifications that are incorporated into the design of the qualification. It is not intended as justification for not applying the requirement.

## Volume of learning applied

It is the responsibility of organisations developing and/or accrediting qualifications to exercise professional judgment to ensure that the design of programs of learning leading to qualifications enables students to achieve the learning outcomes for both the qualification type and the discipline. Decisions about design of qualifications must take into account students' likelihood of successfully achieving qualification outcomes and also must ensure that integrity of qualification outcomes is maintained. Those developing and/or accrediting qualifications should be able to provide a pedagogical rationale to justify a decision about the volume of learning.

The volume of learning allocated to a qualification should include all teaching, learning and assessment activities that are required to be undertaken by the typical student to achieve the learning outcomes. These activities may include some or all of the following: guided learning (such as classes, lectures, tutorials, on-line study or self-paced study guides), individual study, research, learning activities in the workplace and assessment activities.

The teaching, learning and assessment activities are usually measured in equivalent full time years. The generally accepted length of a full time year, used for educational participation, is 1200 hours.

The volume of learning allocated in the design of a qualification may vary depending upon:

- the level of the previous qualification required for entry
- whether the purpose of the qualification is for deepening or broadening of knowledge and skills, or
- whether the qualification leads to professional outcomes or is generalist in purpose.

It would be usual for a greater volume of learning to be allocated to qualifications designed to:

- build on a previous qualification in a different discipline regardless of the level of the previous qualification,
- build on a qualification from any lower level, or
- require workplace, clinical or professional practice.

## Volume of Learning: An Explanation

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Qualifications in the same discipline designed to deepen existing knowledge and skills and / or which specify higher level entry requirement are likely to require a lesser volume of learning to achieve the learning outcomes. In the Masters Degree (Research) and Masters Degree (Coursework) for example, a typical volume of learning for deepening purposes comprises: 1½ years following a level 7 qualification or 1 year following a level 8 qualification; for broadening purposes: 2 years following a level 7 qualification or 1½ years following a level 8 qualification.

If a lesser volume of learning is allocated to a qualification, the components of the program of learning must be predominately or entirely at the level of the qualification type.

If credit - such as through articulation arrangements - contributes to the volume of learning, the learning outcomes for the qualification must be achievable despite the reduced volume of learning.

### Volume of learning applied in delivery

The duration of the delivery of the qualification may vary from the volume of learning specified for the qualification. Providers may offer the qualification in more or less time than the specified volume of learning, provided that delivery arrangements give students sufficient opportunity to achieve the learning outcomes for the qualification type, level and discipline.

Students may be fast-tracked through the qualification, for example by providers offering three semesters per year, longer study hours in the traditional two semester model, or intensive periods of study. Conversely, some cohorts of students may be offered a longer duration of delivery to support their successful achievement of the qualification outcomes. Students may be offered more self-paced methodologies, including online delivery and workplace delivery, which will vary the duration required to achieve the learning outcomes. The duration may be reduced for individual students if credit towards the qualification is given in the form of recognition of prior learning, advanced standing or credit transfer.

Provider decisions about the duration of the delivery of a qualification must take into account the students' likelihood of successfully achieving the learning outcomes and ensure that the integrity of the qualification outcomes is maintained. If the duration of delivery is substantially different from the volume of learning specified by the qualification type specification, providers should be able to provide pedagogical rationale to support the variation.

### See also

- AQF explanation on proportion of components of a qualification at a level
- AQF explanation on clustered qualifications
- AQF explanation on discipline
- AQF explanation on credit transfer
- AQF explanation on articulation
- AQF explanation on recognition of prior learning