



Student Information Handbook



Proud to be a Queensland Government
subsidised training provider

Qld Small Business Courses
Landscape Skills
RTO # 41456

HANDBOOK DISCLAIMER

This Student Handbook contains information that is correct at the time of development. Changes to legislation and/or **Landscape Skills** policy may impact on the currency of information included. **Landscape Skills** reserves the right to vary and update information without notice. You are advised to seek any changed information and/or updates from your trainer or by contacting **Landscape Skills**.

This handbook has been prepared as a resource to assist students to understand their obligations and also those of **Landscape Skills**. Please carefully read through the information contained in this guide. All students need to read, understand, be familiar with, and follow the policies and procedures outlined in this Handbook. Any queries can be directed to:

support@gsbc.edu.au or 0483 944 838

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Important Details

Registered Training Organisation (RTO) Details:

Head Office: **Qld Small Business Courses Pty Ltd trading as:**

Landscape Skills

41456

6/10 Fortune Street, Geebung Qld 4034

T 00483 944 838

E support@qsbc.edu.au

W landscapeskills.edu.au

Introduction

About Us

Welcome to **Landscape Skills!**

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

Our RTO is referred to as Qld Small Business Courses Pty Ltd RTO 41456 (RTO), 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>.

Please refer to our website landscapeskills.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.

At any time you can contact us on support@qsbc.edu.au or 0483 944 838.

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

Courses

All of our courses available are listed on our website.

You can find information on:

- The course description
- Entry requirements
- Units that make up the course
- Costs and payment options
- Funding options available
- Duration
- Delivery options

Rights and Obligations

As a student in our RTO, you have certain rights and obligations, as do we, the RTO, have certain obligations and responsibilities to you.

Landscape Skills is responsible to ensure that we:

- provide you with accurate and relevant information about our training and assessment services, allowing you to make informed decisions about your enrolment;
- protect your personal information in accordance with relevant privacy legislation as stated in this handbook;
- provide a safe and supportive learning environment for all students;
- provide you access to fair and transparent complaint and appeal processes, as stated in this handbook;
- support you through any changes to our services or policies that may have an impact on your enrolment or successful completion of your training;
- promote a culture of continuous improvement, seeking feedback from you to inform improvements to our services and operations.
- provide quality training and assessment in compliance with the 2025 Standards for RTOs;
- issue certification documentation in compliance with the AQF (Australian Qualifications Framework)

Both the student and **Landscape Skills** have a responsibility to adhere to all relevant legislation. The legislation that affects your participation in Vocational Education and Training (VET) is detailed within this document. However both **Landscape Skills** and you, the student, have an obligation to adhere to ALL legislation applicable in Australia.

We both have obligations and expectations that all parties will conduct themselves safely in all aspects of their activities, that at no time will the safety and health of any person or property be risked.

You have a right, and we have a responsibility to provide you with the very best support, assistance and guide you to the completion of the course and must maintain a high standard of current documentation, good service, good trainer/assessors who are current in their knowledge and experience in the relevant qualifications(s) being undertaken. We have a right to expect that all assessments provided by you are your own work, not copied, taken, or plagiarised from someone else. You have a right to reasonable access to our trainer/assessors. You have the right to access your own records.

You have a right to expect that the requirements that we make of you are clear, concise, and easily understood. We have an obligation to maintain these requirements as clear

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instructions and also to ensure that they are relevant to the requirements of the qualification being undertaken.

You have a right to personal freedom, free from any illegal, unnecessary, or invasive questioning or judgment of your personal ideals, beliefs, marital status, disability or perceived disability, cultural background, age, orientation, or practices, this includes, but is not limited to all personal, sexual, religious, and political practices. We have an equal expectation that you will grant the same freedom of belief, practices, and persuasion to all of the RTO staff, fellow participants, and other people whom you meet and come into contact with at **Landscape Skills**. We have an obligation to always conduct ourselves ethically, responsibly, with courtesy and respect, and to be both morally and socially responsible at all times. We expect the same from our students. This specifically means that bullying, intimidation, violence of any kind, cyber bullying, offensive behaviour, threatening or aggressive behaviour or speech will not be tolerated or need to be tolerated by any person, whether a staff member, contractor or a participant in the course requirements.

You have a right to be provided with the services that you have paid for and to expect to be delivered in the manner it was advertised, equally so, we have an obligation to deliver it to you in the manner it was advertised. If there is a need to vary the process, then it must be by mutual consent. You have a right to receive the services for which you have paid. We have an obligation to provide them. You have a right to be informed of any changes to our course requirements, our administrative procedures and/or regulations. Any required changes will not be made without appropriate notice and will not disadvantage currently enrolled students.

We have a right, and you have a responsibility to adhere to any reasonable and lawful request by **Landscape Skills**. You have a right to complain and appeal about anything or any decision we make at **Landscape Skills**, be it about you or about how we conduct the business of the RTO. We have an obligation to ensure that complaints and grievances are dealt with quickly and satisfactorily in accordance with the procedures detailed in this handbook.

You have a right to expect us to adhere to the privacy act and the freedom of information act and ensure that information about you is only conveyed to those with legal and legitimate reasons for access. This is normally only staff directly involved in the processing and assessment of your course work or those with legal rights to that information, such as the Police and other legal bodies, but only after an appropriate process has been undertaken.

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We have an obligation to clearly state all fees and charges associated with the course requirements. We have an obligation to provide, and you have a right to receive, prompt evaluation of your course work, with clear and unambiguous feedback on the results and assessment decision. You have an obligation to provide feedback on our assessment and on the services we have provided. We have an obligation to evaluate all provided feedback and act on opportunities for improvement to our processes and policies. We have an obligation to clearly convey to you, the student, the policies and procedures that students must be aware of. Equally so, you, the student, have an obligation to understand those policies and procedures concerning your application, any use of **Landscape Skills'** facilities and any property or facilities used by **Landscape Skills** to assess your application. Students who cannot, or choose not to, adhere to these rights and obligations may be subject to disciplinary action.

We do not offer any funding through VET FEE-HELP scheme and therefore do not have any obligations in this regard.

If any of our courses allow for the student to be entitled to any government funding or subsidy arrangements, we have the obligation to inform the student of any implications those services may have on the student. This will be included as part of the pre-enrolment process, if applicable.

We have the obligation to notify you when any changes occur that may affect the services we are providing to you. This includes a change in ownership of the RTO and/or any changes to the delivery of services to you.

As a consumer you have certain rights. If you are in Queensland, you can refer to this website for any further information about your rights for training courses delivered in Queensland.

<https://www.qld.gov.au/law/your-rights/consumer-rights-complaints-and-scams/buying-products-and-services/training-courses>

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.

Student Conduct

Just as **Landscape Skills** has a responsibility to meet expectations of students, legislation, and regulations, so too do students have obligations they are expected to meet. It is expected that students will participate with commitment in their studies,

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regularly submit assessment items, and behave in a manner that does not contravene workplace health and safety or the principle of respect for others.

Landscape Skills views student misconduct seriously. We expect that our students will behave in an honest, respectful manner appropriate for a learning environment, and in a way that will uphold the integrity of the RTO. Consequences of student misconduct vary up to and including possible expulsion from the course. Examples of student misconduct include, but are not limited to:

- Academic misconduct including plagiarism and cheating
- Harassment, bullying and/or discrimination
- Falsifying information
- Any behaviour or act that is against the law
- Any behaviour that endangers the health, safety and wellbeing of others
- Intentionally damaging equipment and/or materials belonging to **Landscape Skills** and/or a partner organisation such as a school or workplace

Consequences for misconduct will depend on the severity and frequency of the breach and include, but are not limited to:

- Formal reprimand (warning)
- Suspension from the course
- Student to reimburse the costs incurred by any damage caused
- Cancellation of the course without refund and/or credit
- Matter referred to the police

Students found guilty of misconduct have a right to lodge an appeal by following our **Complaints and Appeals** process.

Academic misconduct

Plagiarism and cheating are serious offences. Students engaging in this behaviour will face disciplinary action.

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.

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)
 - a task to allow you to advise of any support you may need
 - an explanation of all fees and charges
 - providing your identification and any eligibility information
 - providing or creating your Unique Student Identifier (USi)
 - completing other supporting documents that will depend on the program being enrolled into
 - privacy policy
 - refund policy
 - 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 at any time for further information. Alternatively, our support line can assist.

Once your pre-enrolment is complete, you will be contacted by us to:

- check if you have any further questions
- to follow up with more information we may need from you
- to let you know the next steps for you to get started

Once your course is activated you will receive an email and you will be provided with the contact details of your trainer and assessor.

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Your trainer will be in contact with you to arrange an induction into the course. In the meantime, you can start the online induction and start working your way through the course if you want to.

The induction process includes:

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

Prior to training commencement, a training plan is completed and signed by you, your employer (where applicable) and the RTO.

Part of the enrolment process is identifying the student cohort that you fall under. Your student cohort helps us estimate the amount of training you may need, as well as the estimated duration of your course. The due date of the final unit in your training plan is the approximate date we expect you will complete your course based on the information we have. This is a guide and you will have until the Proposed Completion Date of your course to complete if you need that time.

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.

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

Language Literacy Numeracy and Digital Literacy 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, you will be asked to complete a task for language, literacy and numeracy including digital literacy ("LLN"). If any issues are identified by

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either yourself or your LLN tasks, your trainer will work with you to prepare a support plan for any needs you may have.

Our higher level courses may also require you to complete a more comprehensive LLN tool.

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.

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.

Access and Equity

Landscape Skills will work to meet the needs of the community and individuals and/or groups who might be otherwise disadvantaged. This includes providing fair and appropriate allocation of resources and equal opportunity to access training services and increased opportunity. **Landscape Skills** prohibits discrimination based on factors including:

- Gender
- Age
- Marital status
- Sexual orientation
- Race
- Ethnicity
- Religious background
- Parental status

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- Employment status
- Disabilities

Student Support and Wellbeing

Landscape Skills will work to ensure all students have the right resources available to allow successful completion of course requirements. This includes flexible delivery, assessment arrangements where necessary and supporting all student needs.

Landscape Skills has a Student Support Strategy in place to identify and address student support needs.

The strategy covers:

- Language, Literacy, Numeracy and Digital Literacy
- Disability and Physical Health Concerns
- Mental Health and Emotional Wellbeing
- Learning and Digital Support
- Financial Hardship

If any support needs are identified, you will have access to a Student Support and Wellbeing Plan prior to the commencement of training.

Support services may include:

- LLN support
- assistive technology
- extra tutorials or teaching support
- access to resources, such as computers or wi-fi
- counsellors/mediation services.

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.

Other Support Services

Landscape Skills is at all times concerned for the welfare of its students. If you are experiencing difficulties and/or require counselling or personal support, there are a number of professional organisations well equipped to offer services to help. Included are:

Lifeline: 13 11 14 or lifeline.org.au

Beyond Blue: 1300 22 4636 or beyondblue.org.au

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Salvation Army: 13 SALVOS (13 72 58) or salvationarmy.org.au

Mates in Construction 1300 642 111 or mates.org.au

Marist180 (07) 3368 1272 or marist180.org.au

Reading Writing Hotline 1300 6555 06 or readingwritinghotline.edu.au

Fees

All course fees payable are outlined on the **Landscape Skills** website. A number of factors will determine how much your course will cost. This includes things like:

- Which course you will study
- Course duration and mode
- Any credits that may be applied through direct credit transfer or recognition of prior learning
- Any funding you may be eligible for

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.

Payment options can be made available and can be discussed upon enrolment. An invoice will be provided prior to any payment.

Full fee paying students

A course fee of no more than \$1,500 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 funding under a program, you will be provided with the amount of fees payable prior to your enrolment. Our website has the maximum fees listed for each of our funding programs, however they may vary depending on your circumstances.

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 policy herein. A full refund of fees will be made to the payer if training is cancelled by us for any reason (except for student misconduct).

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

Our refund policy is accessible on our website.

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

Funded students

Career Start or Career Boost

If a student's course is cancelled and they have paid co-contribution fees under the Career Start or Career Boost Program, the co-contribution fees will be refunded as follows:

- where training has not commenced at the time of enrolment cancellation - a full refund will be made;
- where training has commenced and the student withdraws from a unit of competency that has NOT been Started, a full refund of that unit of competency will be made;
- where training has commenced and a student withdraws from a unit of competency that has been Started - NO refund will be made.

Our refund policy can be consulted for further information.

Any refunds will be made to the payer of the co-contribution fee.

Construction Skills Queensland (CSQ)

Any student co-contribution fees that are paid under the 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.

Course Access

After enrolment and induction, you will receive an email confirming your access to your course in our Student Portal.

All course information is provided to you prior to the access of your course as part of your pre-enrolment process.

You will be provided with access to the course material including RPL (if applicable). 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.

Duration - Time frames

How long your course will take depends on a number of factors. Included are your own efforts and commitment to submitting assessments regularly and on time, your study load (i.e. full- or part-time) and how many units (if any) are eligible for credit transfer and/or recognition of previous experience and qualifications. Further, the level of the qualification being undertaken will impact on course duration. The Australian Qualifications Framework (AQF) summarises the criteria of different qualification levels and gives an indication of the complexity, depth of achievement, knowledge, skills and levels of autonomy required to achieve a qualification at that level.

Ideally the Knowledge Evidence is completed first and then you continue to the Practicals and other trainer led tasks. Your assessor will be closely monitoring your progress. Please contact your assessor if you are having any difficulties with a unit or would like a further estimate of duration of a unit or the course.

The amount of training provided will depend on your experience. The maximum duration is on our website for each qualification.

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.

Volume of Learning

The AQF expresses the time expected to gain a qualification as an equivalent to full-time years. This is known as the 'Volume of Learning'.

Volume of Learning statements provide an indication of the amount of time it is expected that a student would need as a full-time student to achieve the qualification. Volume of Learning figures assume none of the competencies identified in a qualification are currently held.

The listed time frames account for **all activities** a student would undertake, including supervised training activities, classroom sessions, online modules and/or workplace learning, as well as individual study, practice and learning.

The Volume of Learning for qualifications in the VET sector are:

AQF Qualification Level	Typical Volume of Learning
Certificate I	0.5 - 1 year
Certificate II	0.5 - 1 year
Certificate III	1 - 2 years (up to 4 years for some apprenticeship/traineeship agreements)
Certificate IV	0.5 - 2 years
Diploma	1 - 2 years
Advanced Diploma	1.5 - 2 years

(Taken from: <https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>)

More information on Volume of Learning can be accessed at:

<https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf>

Competency Based Training and Assessment

Competency Based Training (CBT) is an approach to teaching that focuses on allowing a student to demonstrate their ability to do something. Used in the VET sector, CBT is used to develop concrete skills and is typically based on a standard of performance expected in the workplace and industry.

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CBT programs deliver qualifications that are made up of Units of Competency. Each unit defines the skills and knowledge required to effectively perform in the workplace. Assessment is based upon the learning outcomes expected from each Unit of Competency.

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.

How Does Assessment Work in CBT?

Unlike the traditional school system of grading assessments on a scale ranging from A to Fail, assessment of CBT determines if you do or do not have the required skills and knowledge.

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 your trainer (either over the phone, online or in person)
- Complete the workplace activity uploads (where applicable)
- Undertake practical tasks whilst being observed by your assessor

Training and Assessment Strategies

Our RTO staff are appropriately qualified and have sufficient, relevant industry experience to train and assess the courses delivered.

We have a Training and Assessment Strategy for each of the qualifications we deliver and we outline our approaches for conducting assessment in those strategies.

Our methodologies regarding training and assessment work toward ensuring our processes meet national assessment principles including Recognition of Prior Learning (RPL) and Credit Transfer (CT).

Flexible Learning and Assessment

Included in our training and assessment strategies are practices that promote flexibility in learning and assessment. This means we will work with you to provide options that are responsive to your individual needs, and that maximise learning outcomes and access to learning activities.

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.

Recognition Processes

Landscape Skills offers assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred. These are detailed below:

- **Recognition of Prior Learning**

Recognition of Prior Learning (RPL) is an assessment process that involves making a judgment on the skills and knowledge an individual has as a result of past study and/or experience. The aim of RPL is to recognise your existing competencies without having to go through the complete processes of training and assessment. You will still need to provide evidence though, upon which your assessor can base their judgement. Evidence must be:

- Authentic – it must be your own work
- Sufficient – it must demonstrate competence over a period of time, that the competencies can be repeated, and the evidence must be enough so that the assessor can make an accurate judgement regarding competency
- Current – it must demonstrate up-to-date knowledge and skills i.e. from the present or the very-recent past (within the last 3 years as a guide)
- Valid – it must be relevant to what is being assessed

You may be eligible to apply for RPL on one or more Units of Competency in your course. Part of the enrolment and induction process is to determine any eligibility for RPL.

Should you wish to seek RPL, you can enrol directly into an RPL course from our website or you answer Yes to the RPL question in your pre-enrolment. From there we make contact with you for more information or add your RPL course to the Student Portal. You can then access this and start uploading your evidence - there are instructions within the RPL course.

Once contacted and provided with the RPL section of your course, 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

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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 years of continuous employment.

- **Credit Transfer**

Landscape Skills recognises AQF qualifications and Statements of Attainment that have been issued by other RTOs. Credit transfer may be applied to Units of Competency and related qualifications that have been studied in the past. We must be able to verify any documentation before applying a Credit Transfer. Part of the enrolment and induction process is to determine any credit transfer. Our Credit Transfer Policy is available on our website.

Foundation Skills

All training and assessment delivered by **Landscape Skills** contain Foundation Skills. Foundation Skills are embedded into some Units of Competency and others are specified separately.

They are non-technical skills that support participation in the workplace, the community, and adult education and training. Examples of Foundation Skills include things such as communication skills, literacy skills (reading, writing and numeracy), digital literacy skills, interacting with others, and skills to effectively participate in the workplace such as teamwork, problem solving, and self- and time-management.

Assessment Information

Sections within each Unit of Competency

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 complete 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.

POE or Portfolio of Evidence

These are templates you can complete in your own time across other units will be used as part of your assessment evidence.

PE & PC

These are practicals that are led by your assessor. Your assessor will give you instructions prior to these tasks and will record observations. Your assessor will keep in

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touch with you as to when the assessments will be due to take place. It is generally once the student tasks are all completed but can vary. Your assessor will also ask you a series of verbal questions and will record your responses verbatim.

Workplace Activities/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 workplace activity recorder regularly to record any evidence of work that you are doing that relates to a unit. When you log the entries, you will need to make sure you log at least 3 entries for each activity (unless the unit requests more).

Third Party Report

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

Submitting Assessments, Reassessment, Assessment Feedback

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 and will check the computer-marked tasks you have done have been successfully completed
- communicate the outcomes of the assessment to you and provide feedback for future performance
- if any of your tasks are not complete or are incorrect, your assessor will communicate with you on any re-assessment that is required prior to you becoming competent
- if a computer marked task is incorrect, you will be given unlimited attempts for each question until you get it correct. If, upon completion of that task, the task shows that more than 50% of the attempts were incorrect, the task will be reset and your assessor will contact you to arrange any further training and assessment, if required. There is no limit to the amount of attempts to the assessment. Your assessor will work with you until you are deemed competent. There are no re-assessment fees payable. If any tasks have set timeframes to be adhered to to be deemed competent, the task will specify this and re-assessment will commence within the timeframe required for that task.
- 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.

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You are expected to complete assessments for all units in your qualification. You will need to submit assessments by the due date for a result to be recorded. You will receive full and detailed instructions on the requirements for each assessment, including its context and purpose; ensure you talk to your trainer and/or assessor to clarify anything that is not clear to you.

Tools, Equipment and Resources

The resources required are contained in the student instructions of each unit of competency. If you are required to provide any of the materials or equipment, it will be stated in the instructions.

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.

If a workplace is not accessible by you, we have access to training yards where all workplace situations are able to be simulated if required.

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 your ability against anyone else and we do not compare your work to that of other students to determine if you are 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 you and your supervisor (where applicable) at the beginning of the unit to identify appropriate activities and/or projects for you to apply when completing the assessment activities. In the event that the workplace does not have the

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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.

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.

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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.

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. Serious penalties apply to any student found submitting work that has been plagiarised. 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.

All tasks completed must be completed by you. Our authentication process includes the capture of random photos of you completing the computer-based tasks and in person with the assessor for other tasks.

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 support@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, **Landscape Skills** will make arrangements for an independent third party to resolve the issue

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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.

Workplace Health and Safety

Workplace health and safety legislation applies to everyone at **Landscape Skills**. All staff, students and visitors have a responsibility to ensure the workplace is safe and that their own actions do not put the health and safety of others at risk.

Please report any incident or hazard immediately.

Student and Employer Feedback

Landscape Skills is dedicated to ensuring its practices are constantly reviewed to ensure best possible outcomes. This approach to continuous improvement relies on input from students regarding their experiences whilst enrolled in their course. We welcome feedback at any time. You can provide feedback at any time:

- To your trainer - verbally or in writing
- By contacting us at support@qsbc.edu.au
- By submitting through the feedback button at the bottom of your course
- By submitting through the feedback area upon completion of any unit of competency
- Through a survey you will receive at the completion of your study.

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At the completion of the qualification/assessment all students are given the opportunity to complete a survey.

If you are funded through a program, you may be required to complete an additional survey through that program.

Issuing Certificates

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, once **Landscape Skills** Compliance Staff have confirmed the issuance as per our Qualifications Issuance Policy. A copy of your qualification is also made available to your employer, through our Student Portal, where applicable.

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.

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

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 for some reason **Landscape Skills** ceases to operate whilst you are still enrolled, a Statement of Attainment will be issued to you for the units within the qualification for which you have successfully met requirements. We will transfer all records to ASQA in the appropriate format and detail as specified by ASQA at the time of ceasing RTO operations.

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.

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: 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.

We recommend that you access the AQF website and in particular the “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: training.gov.au

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: asqa.gov.au

DTET

The Department of Trade, Employment and Training (DTET) 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/>

Legislation

As an RTO, **Landscape Skills** is required to adhere to legislation designed to uphold the integrity of nationally recognised qualifications. This includes:

- *National Vocational Education and Training Regulator Act 2011*
- *2025 Standards for Registered Training Organisations*

Additionally, **Landscape Skills** abides by a range of other legal requirements at a State and Commonwealth level including, but not limited to:

- *Anti-discrimination*
- *Apprenticeships and Traineeships*
- *Copyright*
- *Corporations*
- *Employment and Workplace Relations*
- *Equal Opportunity*
- *Fair Work* (including harassment and bullying)
- *Privacy and Personal Information Protection*
- *Student Identifiers*

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- *Workplace Health and Safety*

Landscape Skills is dedicated to following the provisions in the VET Quality Framework.

More information about these regulations and legal frameworks can be found at:

- www.comlaw.gov.au which is the Australian Government website for Commonwealth Law
- www.asqa.gov.au which is the website for the regulator of Australia's vocational education and training (VET) sector

Privacy

Landscape Skills is required to comply with the *Australian Privacy Principles* which are outlined in Schedule 1 of the *Privacy Act 1988*.

Under the *National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020* and National VET Data Policy (which includes the National VET Provider Collection Data Requirements Policy at Part B), **Landscape Skills** is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Why we collect your personal information

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

If you are unable to provide the personal information that is requested throughout the enrolment process, we will be unable to enrol you as a student.

How we use your personal information

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

How we disclose your personal information

We are required by law (under the National Vocational Education and Training Regulator Act 2011 (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

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We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

We may also disclose your personal information and enrolment information to your Employer if they are a party to the training.

How the NCVER and other bodies handle your personal information

The NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the Privacy Act 1988 (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact us on the details below.

DEWR is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfill specified functions and activities. For more information about how the DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice at <https://www.dewr.gov.au/national-vet-data/vet-privacy-notice>.

The Qld Government manages personal information in line with the Information Privacy Act 2009. For further information on how the Qld Government collects and manages your personal information please refer to their privacy notice at: <https://www.qld.gov.au/legal/privacy>.

Surveys

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Other Policies and Procedures

The following Policies and Procedures underpin **Landscape Skills'** operations. Please refer to our website to access any of these policies:

- Complaints and Appeals Policy
- Refund Policy