

2018

STUDENT HANDBOOK



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WELCOME

We are delighted that you have chosen to undertake your training through AGA. Our organisation is a Registered Training Organisation (RTO) that delivers nationally recognised Vocational Education and Training (VET). AGA complies with Victoria's Legislative requirements, the Australian Quality Training Framework (AQTF) and the VRQA guidelines.

All VET programs are supported by high quality learning materials and you can contact delivery staff if you encounter difficulties.

Qualifications:

AGA offers a range of qualifications from the following National and State Training Packages

- Automotive, Retail, Service and Repair
- Business Services
- Construction, Plumbing and Services
- Community Services
- Health
- Electrotechnology
- Manufacturing and Engineering
- Foundation Skills

Short courses:

- CPCCWHS1001 Prepare to Work Safely in the Construction Industry, Construction Induction Course (White Card)
- WTIA welding certification

AGA also offers exam preparation for licensed trades (electrical and plumbing) and our apprentices produce results consistently above the state average.

Our range of courses and training is continually expanding and we invite you to look at our web site (www.aga.com.au) for updates. We hope we have anticipated most of your queries about our programs in the pages which follow, but if there is anything more you need to know, please contact us using the contact information on pages 6 and 7.

LOCATIONS:

AGA operates a network of ten training facilities, located throughout Melbourne and regional Victoria. Our training services are built around flexible delivery to meet the needs of employers and students. Our trainers are highly qualified trades people with extensive recent industry experience.

Training facility locations:

- Bairnsdale
- Churchill
- Deer Park
- Hallam
- Korumburra
- Lalor
- Morwell
- Northcote
- Ringwood
- Warragul

Please note that not all trades are available at each facility. To find out more please contact our Student Administration Staff.

Facilities operate between 8.00am until 4.00pm. Training is only conducted between these hours. Monday to Friday.

CONTACT INFORMATION

AGA Training Staff

AGA have suitably qualified Trainers and Assessors and contracted staff responsible for training and assessment. AGA also have a team of student administration staff to assist with any enquiries.

RTO Training Managers:

Denise Mercouriou (Melbourne)
Phone: 0430 205 404

Martin Grundy (Gippsland)
Phone: 0417 374 055

Email: denise.mercouriou@aga.com.au

Email: martin.grundy@aga.com.au

General Manager Training, Development & Risk:

Stephen Lewis

Phone: 9307 4900

Email: stephen.lewis@aga.com.au

Student Administration:

Contact one of our team on 1300 242 000 and select 2 for training from the menu or contact Melbourne Phone: 9307 4944 for Gippsland Phone: 5132 1760.

ENROLMENT

In this student handbook you will find the information required to enrol in your selected course. Once your application has been received you will be required to meet with a trainer and assessor for a pre-training review. If you are applying for RPL or Credit Transfer you will need to provide a Statement of Attainment and Certificate (where applicable) for the studies you have completed along with your completed Enrolment Form and Recognition of Prior Learning or Credit Transfer application form.

After your pre-training review has been completed and you have been approved you will be provided with your course commencement date and subsequent training dates along with a statement of fees. Students who will be undertaking workplace based training will be advised of monthly monitoring and scheduled visits.

How to Enroll

Prospective students must complete an enrolment form (see example). The form is a 6 page document, please ensure you complete all sections of the Enrolment Form. If you are under 18 we will require your parents or guardians signature on the form as well as yours. (Except VET in schools students)

How to Enroll Online

Prospective students can lodge an Expression of Interest on AGA website and will be asked to answer basic questions. A Student Administration Officer will contact you within 5 business days and discuss your training options with you.

If you have any questions in relation to the enrolment process, please contact one of our Student Administration staff on 1300 242 000 for assistance.

FEES, CHARGES AND REFUNDS

Fees may include Tuition Fees, Material Fees, Textbooks or Student Workbooks and other associated fees. Tuition Fees are calculated according to the Ministerial Directions for government subsidised training and in line with AGA Fees policy 2.24 and the Victorian Training Guarantee. For more information on the Victorian Training Guarantee and eligibility criteria please visit www.skills.vic.gov.au. An individual's eligibility for government subsidised training will be assessed at the time of your pre-training review.

Tuition fees are calculated as per our fees table that can be located on our website www.aga.com.au for each eligible individual student, based on the number of hours of the enrolment multiplied by the rate per hour of your course (less any other study previously completed that you may receive credit or RPL for). The amount payable will vary depending on individual circumstances. Fees for Pre-apprenticeship and short courses are to be paid prior to course commencement. Fee concessions are also available for eligible students. Apprentices will also be charged a one-off payment in their first year for their Textbooks.

When and how refunds are applied

If a student formally withdraws before the pre-training review and before the course commencement date, a full refund will apply however if student withdraws after the pre-training review but before course commencement date a full refund less a processing fee of \$40 will apply.

After commencement, a pro-rata refund applies based on the nominal hours completed, less a processing fee of \$40.

No refunds apply for online/blended learning, once a student logs into the online system.

For more information please contact Student Administration on 1300 242 000.

Eligibility Requirements

The RTO must apply the following requirements to determine whether an individual is eligible for government subsidised training under this Schedule and thereby be an eligible Individual for the purpose of this Agreement.

*Generally, you are eligible for a government-subsidised training place if you are:

- an Australian citizen;
- a holder of a permanent visa; or
- a New Zealand citizen;

enrolling and commencing training in a course or qualification provided by the Training Provider between the Commencement Date and 31 December 2017 inclusive; and

either:

- under 20 years of age (as at 1 January in the year of commencement of training) and enrolling in nationally recognised training;

- over 20 years of age (as at 1 January in the year of commencement of training) and enrolling in nationally recognised training in a Foundation Skills List course;
- over 20 years of age (as at 1 January in the year of commencement of training) and enrolling in nationally recognised training as an Apprentice (not Trainee);
- over 20 years of age (as at 1 January in the year of commencement of training) and enrolling in training in the Victorian Certificate of Education or the Victorian Certificate of Applied Learning (Intermediate or Senior); or
- over 20 years of age (as at 1 January in the year of commencement of training) and enrolling in nationally recognised training in a course that is at a higher qualification level than the highest qualification held at the time of the scheduled commencement of training.

In addition to meeting the above requirements, an individual is only eligible to:

- commence a maximum of two courses subsidised through the *Skills First* Program in a calendar year. Where an individual is enrolled in a course(s) that is scheduled to commence at a later date in that calendar year, this course(s) must be counted for the purpose of this clause when assessing eligibility;
- undertake a maximum of two courses subsidised through the *Skills First* Program at any one time;
- commence a maximum of two government subsidised courses at the same level within the AQF in their lifetime; and
- commence a maximum of two government subsidised accredited courses with the title 'Course in...' in their lifetime.

If you are enrolled at a school, you will not be able to receive a government-subsidised training place for a course through the Victorian Training Guarantee, unless you are undertaking the course as part of a School-Based Apprenticeship or Traineeship. The Government supports schools in other ways to offer vocational training to their students, so you should discuss all your options with your school.

CREDIT TRANSFER

Students may apply for Credit Transfers for units of competency in qualification that he or she is enrolling in and has previously completed with another registered training provider. You must supply statements of attainment as evidence of this previous formal training for credit transfer to be granted.

RECOGNITION OF PRIOR LEARNING (RPL)

RPL can be requested by students to identify all units of competency achieved as a result of prior work and life experiences (informal training). Clients who consider they already possess the competencies identified in all or part of any course/qualification offered by AGA will be encouraged to seek formal recognition. The recognition process may also

be referred to as Recognition of Prior Learning (RPL). It is the determination on an individual basis of the competencies obtained by a client through:

- previous formal training,
- work experience, and/or
- life experience

The main focus of recognition is what has been learnt rather than how, where or when it was learnt. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

If any client has gained competencies at work or elsewhere which are relevant to the course/qualification in which he/she is participating, then he/she may not have to study module(s)/unit(s) of competence covering that content. Clients seeking recognition must establish the currency of their competence. The processes used to determine recognition are fair to all parties and AGA ensures that it provides adequate support to all applicants.

How to apply for Credit or RPL:

When applying for Credit transfer you will need to complete the Recognition of Prior Learning or Credit Transfer application form and attach a certified copy of your Statement of Attainment issued from another Registered Training Organisation (RTO). Please ensure you complete all appropriate sections of the form.

When applying for RPL it is the client's responsibility to gather sufficient evidence to support his/her application for Recognition.

This evidence may include letters of validation from your employer, past academic results, resume, position descriptions etc.

We strongly advise applicants to access the Australian Government Training website www.training.gov.au to obtain a copy of the relevant units of competency for qualification in which you are enrolling. You will need to align the competencies for the qualification with the competencies associated with previous education, training and workplace experience collecting any documentation, references and relevant examples to support your application providing proof of ownership of any examples of work. If you have any questions in relation to the application for Credits or RPL please contact our one of our Student Administration staff on Gippsland 5132 1760 and Melbourne 9307 4944 assistance.

THE VICTORIAN STUDENT NUMBER (VSN)

What is the Victorian Student Number (VSN)?

The VSN is a student identification number that will be assigned by the Department of Education and Early Childhood Development to all students in government and non-government schools, and students up to the age of 25 in Vocational Education and Training Organisations. The number, which is unique to each student, will be used as a

key identifier on a student's records, and will remain with the student throughout his or her education, until reaching the age of 25. The VSN is nine digits long, randomly assigned, and tied to stable information about the student (name, date of birth, gender).

The introduction of the Victorian Student Number will provide the capability to accurately detect patterns of student movement through, and departure from, the Victorian education and training system. It will greatly improve the collection and analysis of timely and accurate data about education pathways in Victoria.

Why do students need to have a VSN?

In a large and diverse education system such as Victoria's, a standard, centrally assigned student number is the best way to identify individual students. Using a reference number to collect and store data helps avoid the errors and confusion when names are misspelled, changed, or mistaken for other similar names.

Most Australian states have already or are intending to introduce a student number, and the practice is common in many other countries, including New Zealand and Canada.

Where will the VSN appear?

The VSN will appear:

- On common student communications, such as enrolment confirmations, exit notifications and VSN notifications;
- On applications made by the student for the enrolment in a school or training organisation.

Why does the government need information on students?

The Department collects information to track improvements made to the education system, to identify areas that require further improvement, to analyse trends and to identify future needs. The VSN will improve the accuracy, reliability and completeness of this information, providing a better basis for assessing needs and developing policies to meet them. The improved quality of information will also result in more accurate reporting to the community on the state's education and training system.

Will the privacy of personal information be protected?

Yes, security is a built-in component of the VSN system and the number itself. Because the VSN is randomly assigned, personal information about the student cannot be inferred from VSN. The student records maintained in the VSN system contain minimal information about each student – name, date of birth and gender together with the date of admission and exit from each school and institution attended. The VSN system does not contain other student data such as academic achievements and outcomes, health or welfare information.

Access to the data in the VSN system is strictly limited and the database itself will be maintained in a fully secure environment. The information will be used only for educational purposes consistent with the usage provisions of the legislation. The legislation includes criminal offences for use of the data for other than prescribed purposes. Commonwealth and State Privacy Principles have also been used to guide the design of the VSN.

Are students entitled to see the information stored on the VSN system about themselves?

Yes. The system complies with the state and national requirements governing access to and disclosure of personal information and protection of privacy.

How can I find out more?

For further information about the VSN, visit the Victorian Education website at <http://www.vcaa.vic.edu.au/pages/schooladmin/vsn/index.aspx>

Unique Student Identifier

Purpose

The Victorian Government has an ongoing interest in improving the quality and targeting of Foundation Skills training. The USI is a component of the Vocational Education and Training (VET) Reform Agenda and will assist in the continued development of transparency in the VET sector. It will help build a consistent, national system for the storage of training information and will assist in quality assurance and future growth.

A USI is effectively an account or reference number made up of numbers and letters. The USI will allow all of an individual's training records entered in the national VET data collection to be linked. The USI will make it easier for students to find, collate and authenticate their VET achievements into a single transcript. It will also ensure that students' VET records are not lost.

The USI will be available online and at no cost to the student. This USI will stay with the student for life and be recorded with any nationally recognised VET course that is undertaken from when the USI comes into effect.

<https://www.usi.gov.au/students/create-your-usi>

Unique initiative will:

- Seamlessly link information about a student's VET achievements, regardless of where they studied

- Enable students to easily access secure digital transcripts of their achievements
- Give students access to, and more control over, their educational information

There will be significant benefits for training providers resulting from the introduction of the USI. For example, the USI initiative will enable students to provide training providers with access to an online authenticated record of student attainment. This will assist with the recording of enrolment details and will help to streamline the assessment of course prerequisites, credit transfer and the assessment of eligibility for funding assistance. In the longer term, training providers will benefit from longitudinal data on course completions which will inform the development of future VET sector policy initiatives. You can apply online or give AGA permission to apply on your behalf.

PRE-TRAINING REVIEW

AGA staff will conduct a pre-training review for all students to discuss range of relevant training information including:

- course suitability
- career pathways
- ascertain that the proposed learning strategies and materials are appropriate for each individual,
- sign an agreed training plan,
- provide an onsite induction and relevant emergency information i.e. evacuation plan.

The pre-training review will also require students to complete a language, literacy and numeracy assessment to enable us to ascertain their current skill base and to assist in providing the student with the most relevant support to achieve a successful outcome.

Cheating, Plagiarism and Collusion

Participants will also be advised at the Pre-Training Review about the Cheating, Plagiarism, and Collusion Policy 2.32. Cheating is an attempt to benefit from another person's work in order to achieve an outcome, for which the participant has not produced the required work. Plagiarism is taking another person's work/idea and representing it as the participant's own. This may result from **deliberate** and intentional copying of information. Plagiarism may also be accidental and arise from a lack of knowledge or awareness. Sources which can be used for plagiarism include social media, books, magazines, TV, radio, newspapers, internet sites, photos, recordings, etc. AGA staff will actively take steps to detect plagiarism, cheating or collusion which may include the use of electronic or manual methods of detection. If you are suspected of cheating or colluding you will be asked informally to discuss the issue with your Trainer and then may be asked to re-sit your assessment. Please ask for a copy of the Cheating, Plagiarism and Collusion Policy 2.32.

COMMON CODE OF CONDUCT

AGA has developed a Training Centre Common Code of Conduct as well as an Induction and Emergency process to ensure the safety of students and staff. All students attending our training centres will receive an initial site induction prior to commencing training. The induction is to be delivered by a member of the training staff who will discuss the points as outlined in the Induction and Emergency Checklist and the Training Centre Common Code of Conduct both of which are to be signed by the student and maintained in the student file.

Bullying and Harassment

AGA is committed to providing a safe and supportive training environment for all of our students. Reports of bullying, harassment, discrimination and other misconduct at our training centres are taken very seriously and followed up promptly by management staff.

You need to be aware of your legal obligation not to engage in any form of bullying or harassment in our training centres. All apprentices, trainees, students and visitors have the right to be treated with respect. AGA will not tolerate any behaviour that might be construed as bullying or harassment in our training centres.

Bullying can be defined as, unreasonable behaviour directed at anyone that creates a risk to health and safety (including the mental or physical health). It includes behaviour that could be expected to victimise, humiliate, undermine or threaten another person. (Source of information: WorkSafe Victoria www.worksafe.vic.gov.au)

It is your responsibility to understand what sort of behaviour constitutes bullying and refrain from it. Horseplay can also constitute bullying in some circumstance and is almost always a breach of occupational health and safety regulations. Like bullying and harassment, it will not be tolerated. Bullying is a legal issue and in some cases may constitute a criminal offence.

If you have any questions or concerns please discuss with your Trainer and Assessor or the student administration team. If you are not sure about what constitutes bullying or harassment please contact our HSEQ Coordinator, Mr. Tony Zaghet on 0400 928 570

Mobile phones

The use of mobile phones for personal calls and SMS whilst in training sessions is strictly forbidden, except outside of training sessions (i.e. morning and lunch breaks). Aside from being unprofessional, mobile phone use during training is a serious safety issue which AGA treats very seriously. In commencing your training with AGA, you agree not to use any mobile phone or personal entertainment equipment during training time and to give your trainers your full and undivided attention at all training times. Please ensure your mobile phone is switched off or to silent mode whilst attending classes.

Smoking

As of July 1, 2017, to promote a healthy lifestyle for staff and students alike all AGA sites will become 'Smoke Free'. Please respect this new policy and refrain from smoking on site, failure to do so may result in exclusion from class.

Protective equipment policy

AGA has a responsibility under the HESQ Management System to provide guidance for the safe use of personal protective equipment as set out under s21 of the Act. Equipment must meet Australian Standards for eye protection and hearing protection. Due to these requirements each student at AGA will be issued one set of hearing and eye protection on their first day of training. The student will be responsible for bringing this equipment to every training session that they attend at AGA. If you turn up without the proper equipment, you will not be permitted to attend the training session. Steel capped footwear must be worn at all times in the AGA training facilities.

ACCESS & EQUITY, CLIENT SELECTION & ADMISSION

Clients who meet the entry requirements (if applicable) as prescribed by the appropriate Training Package may be accepted into any training/assessment program. AGA endorses the national equity strategy by incorporating the principles of equity into all programs.

Clients have equitable access to programs irrespective of their gender, culture, linguistic background, race, location, socio-economic background or disability. Some programs may have a limited number of vacancies and these may be filled in a chronological order upon completion of enrolment.

LEGISLATION AND REGULATION INFORMATION

AGA must comply with all relevant Commonwealth and State legislation and therefore staff and students need to be aware of our relevant policies and their responsibilities under these policies.

These include but not limited to:

- Ministerial Guidelines for Fees and Charges
- Victoria Equal Opportunity Act 1995
- Education Training and Reform Act 2006
- Amended Education Training and Reform Act 2010
- Victorian Training Guarantee
- Australian Quality Training Framework
- Working with Children Act 2005
- Charter of Human Rights and Responsibilities Act 2006
- Disability Act 2006
- Victorian VET Student Statistical Collection Guidelines
- Information Privacy Act 2000
- Public Records Act 1973
- Electronic Transactions (Victoria) Act 2000
- Practical Placement Guidelines

TRAINING PLANS

The Training Plan is developed by AGA (as the RTO), together with the student and the employer, (where applicable), and is consistent with the qualification to be obtained and may be customised (if required) to reflect the outcome of the Pre-Training Review.

The RTO may deliver Structured Training within one or a combination of both of the following modes:

- a. Off-the-job Structured Training refers to training that is conducted by the RTO's training staff at the RTO's training facility. It is often referred to as trade school, block release or on-campus training; and/or
- b. Workplace based Structured Training refers to training that is conducted by the RTO's training staff at the Apprentice's / Trainee's workplace. The Apprentice / Trainee must be withdrawn from regular work duties in order to participate in the training.

The Training Plan outlines the Units of Competency, the proposed start and finish dates for each unit of competency and the assessment modes for the qualification. The Training Plan lists all the training (both the Structured Training provided by the RTO and where applicable the practical experience in the occupation provided by the employer) that will be delivered during the course. You will receive a copy of your signed Training Plan to assist you to monitor your progress.

If your training is delivered in a workplace-based model or a combination off-the-job and workplace-based you will be provided with a log book to record the withdrawal time from routine work duties for structured training activities as follows:

- a. at Certificates III and above, a minimum of three hours per week, averaged over a four week cycle (pro rata for part time Trainees and only for the duration of competencies delivered and assessed in the workplace if the training program combines Off-the-job Structured Training and Workplace based Structured Training);
- b. at Certificates I and II a minimum of one and half hours per week, averaged over an eight-week cycle (pro rata for part time Trainees and only for the duration of competencies delivered and assessed in the workplace if the training program combines Off-the-job Structured Training and Workplace based Structured Training)

Some licensed trades, such as Plumbing and Electrical require further assessment before you become a qualified tradesperson. These examinations can be completed at some of AGA training centres, please check with your trainer. AGA does not see apprenticeships or traineeships as “one size fits all”. Depending upon your abilities and interests, you will have different pathways within your apprenticeship or traineeship with us. These might include remedial assistance if needed, the opportunity to do extra trade modules or qualifications (such as vehicle licensing or the use of specialised equipment) and even the opportunity to commence university studies.

If you have any questions about your training plan you should direct these to your trainer in the first instance.

TRAINING RECORDS

AGA keeps complete and accurate records of attendance and student progress as well as financial records that reflect all payments and charges and outstanding balances, and provides copies of these records to students upon request. Students can make a request to the Senior Administration Officer but must show two forms of identification. Attendance at training is a condition of the Training Contract you have signed with your employer. Failure to regularly attend training will restrict your ability to successfully complete your qualification. All absences from training will be reported to your employer for action.

If you change address, get a new postal address, phone number (such as a new mobile number) or email address, or you change your employer you must complete a change of details form and forward to AGA Student Administration immediately so that we can update our records and where required arrange for a new training plan to be negotiated and signed by new employer. Change of details form available from your trainer, or call Student Administration on 1300 242 000.

Our trainers and assessors will regularly monitor your progress against your training plan and provide instruction, direction and assistance as required. You may request an enrolment report or updated training plan from your trainer at any time which will list the units of competency you have completed, the units you are currently working on and the units you have yet to commence. AGA will also provide a training progress report to employers of apprentices and trainees at a minimum of 4 times a year to confirm that competency achieved in the training centre are being performed to industry standard and to ensure they will meet all required competencies within the required timeframe. AGA is obliged to regularly report absences from training to employers for apprentices and trainees.

At the completion of your training, we will issue you with a nationally recognised qualification. All RTO's are regularly audited by the State and Federal Governments and must comply with strict quality frameworks to ensure a high level of quality and service.

RIGHTS AND RESPONSIBILITIES

The Student shall:

- Accept all instruction and training as detailed in the training plan to achieve competence;
- Make all reasonable efforts to acquire the skills and knowledge indicated in the training plan and maintain satisfactory progress;
- Regularly submit any required evidence of on-the-job workplace performance and make all reasonable efforts to maintain copies of records of both on and off-the-job training;
- Attend any required off-the-job training with the RTO at its nominated location;
- Comply with the employer's and statutory occupational health and safety requirements governing apprentices and trainees;
- Complete all forms and provide relevant information to the RTO as requested.
- Acknowledge that AGA shall monitor and report student attendance and progress to your employer.

The RTO shall:

- Conduct a pre-training review, ascertain current competencies of a student, apprentice or trainee including language, literacy and numeracy;
- Prepare and sign in conjunction with the apprentice/trainee and employer (where applicable) a training plan determined by the qualification to be attained and customised (as required) for the needs of the student, apprentice, trainee and the employer;
- Ensure that all off-the-job training and assessment is undertaken by appropriately qualified staff in accordance with the requirements of the training plan;

- Have in place an occupational health and safety policy and advise the student, apprentice, and trainee of obligations under the policy.
- Provide on an annual basis, or upon request, a progress report which contains the details of the units of competence within the training plan and the student's results of training undertaken.
- For Apprentices and Trainees - report student non-attendance and progress to the employer.
- Confirm with the employer / host employer, a minimum of 4 times per year, to ensure that those units assessed as competent in the training centre or during workplace-based training, are able to be performed to industry standards in the workplace environment.
- At induction, provide students with further information on your responsibilities under the training plan as an apprentice/trainee, as well as information about our commitment to you.

The employer shall: (where applicable)

- Take all reasonable steps to ensure that the apprentice/trainee will be instructed in workplace skills and knowledge (training) and assessed in accordance with the training plan;
- Ensure that the apprentice/trainee receives the necessary supervision by a suitably qualified person if undergoing instruction and training in the workplace;
- Provide all the necessary assistance to the RTO to meet quality assurance arrangements required by the RTO, including supporting the apprentice/trainee in gathering evidence of workplace performance;
- Complete and return to the RTO, a minimum of 4 times per year, student progress reports confirming that those units assessed as competent in the training centre or during workplace based training, are able to be performed to industry standards in the workplace environment.
- Complete and return to the RTO the Employer Notification of Completion.
- Have in place an occupational health and safety policy and advise the apprentice/trainee of their obligations under the policy.

As a matter of course, trainers make all of their students/apprentices aware of the behaviour expected of them whilst attending an AGA Training Facility.

The following is a list of some of the most important expectations that we as a company have of our students/apprentices when they attend an AGA Training Facility:

1. Students/apprentices/trainees are expected to refrain from any action that is dangerous, offensive, disruptive or illegal.
2. Students/apprentices/trainees must not be in possession, or under the influence of intoxicating liquor or drugs whilst on AGA grounds.

3. Smoking is not permitted in any AGA buildings or facilities.
4. Students/apprentices/trainees must conform to appropriate dress standards as outlined by their trainer. These standards are set to ensure compliance with sound OH&S principles.
5. Students/apprentices/trainees operating motor vehicles, motor cycles, bicycles etc in breach of the road laws or AGA guidelines either on or near AGA property will be banned from bringing the said vehicle on to AGA property for a period of time determined by the course trainer.

ASSESSMENT

AGA can facilitate or conduct assessments which meet the endorsed components of relevant training package(s) and/or accredited courses.

AGA is committed to ensuring valid and reliable assessment of achievements against industry competency standards and all assessment undertaken by AGA remain consistent with the Principles of Assessment and Rules of Evidence.

Some of your structured training may be assessed in the workplace (ie workplace-based-training). In this situation, a trainer will contact your employer and arrange to visit a work site, to observe you working on various tasks. Not all trades are conducive to workplace assessment (for example, if you are an electrical apprentice and your work takes you into private homes). Please refer to your Training Plan or discuss with your trainer.

Assessment Principles:

AGA ensures that all assessments conducted are reliable, flexible, fair and valid.

- **Reliable** - All assessment methods and procedures will ensure that competency standards/modules are applied consistently and that there is always consistency in the interpretation of evidence.
- **Flexible** - Assessment will be offered in the workplace (on-the-job), in the training environment (off-the-job), in a combination of both or via recognition of prior learning/recognition of current competence.

AGA will ensure that all assessment methods and practices allow for diversity with regard to how, where and when competence has been/will be acquired.

- **Fair** - Assessment methods and procedures will not, under any circumstance, disadvantage any client.
- **Valid** - Assessment activities will always meet the requirements as specified in the unit of competency/module. Sufficient evidence will always be collected, and will be relevant to the unit/module being assessed.

Assessor Qualifications:

AGA ensures that staff members involved in assessment activities meet the assessor requirements as set by either:

- the assessment guidelines of training packages;
- the assessment requirements of accredited courses;

If staff members of AGA do not have the vocational competence to assess identified areas, appropriately qualified personnel will be employed to provide this expertise within the assessment process.

Assessment Resources:

AGA when designing assessment resources, ensures that all aspects of competence are covered, including:

- task skills (performance of individual tasks);
- task management skills (managing a number of different tasks within the job);
- contingency management skills (responding to problems, breakdowns and changes in routine); and
- environmental skills (dealing with the responsibilities and expectations of the workplace).

All assessment reporting systems will indicate the units of competency that the individual has attained.

Conducting Assessment:

AGA ensures that the personnel conducting assessment utilise appropriate methods for recording, storing and accessing assessment outcomes. Assessment activities undertaken by AGA always follow the methodology outlined below:

1. Assessment procedures are fully explained to students. Throughout all training, students are regularly reminded of the ongoing availability of assessment.
2. Opportunities for recognition (recognition of prior learning/recognition of current competence and credit transfer) are also discussed, as are any available flexible methods of assessment. The appeals and reassessment process is also outlined.
3. The assessment requirements of the unit(s) of competency/module(s) are outlined, and any particular arrangements for the workplace/training environment are arranged.
4. All evidence-gathering methods remain reliable, flexible, fair and valid.
5. As assessments are undertaken, AGA trainers/assessors record individual student assessment results. Sample copies of the assessment instrument are kept by the trainer/assessor.
6. Post-assessment guidance is always available to students.
7. A fair and impartial appeals process is always available.

8. Evaluation of assessment processes and procedures is gathered on an on-going (informal) basis.
9. Evidence gathering methods commonly utilised by AGA include, but are in no way limited to:
 - demonstration
 - written or verbal questioning
 - workplace performance
 - role-play
 - case studies
 - simulation
 - oral presentation
 - graphic presentation
 - projects/assignments
 - audio/visual display
 - written tests
 - skills portfolio

Appeals process:

An appeals and reassessment process is an integral part of all training and assessment pathways leading to a nationally recognised qualification or Statement of Attainment under the Australian Qualifications Framework. A fair and impartial appeals process is available to clients of AGA. If a client wishes to appeal his/her assessment result, he/she may first discuss the issue with the trainer/assessor. If the client would like to proceed further with the request after discussions with the trainer/assessor a formal request is made in writing outlining the reason(s) for the appeal.

This is forwarded to the RTO Training Operations Manager who will take responsibility for implementing a formal process and will record the appeal in writing.

AGA's time period for the acceptance of appeals is 28 days after the client has been issued with the results of their assessment.

Every effort is made to settle the Appeal to both the client's and AGA's satisfaction. Each appellant has an opportunity to formally present his or her case and is given a written statement of the appeal outcomes, including reasons for the decision. Should the outcome not be acceptable to the client, they will be informed, in writing, of the opportunity to lodge a complaint with the Victorian Recognition and Qualification Authority (VRQA).

Refer to AGA Grievance, Complaints and Appeals Policy 4.00.

Confidentiality:

AGA regards assessment as a confidential matter. No person involved in the process shall divulge to any unauthorised person any information about results in any subject.

GRIEVANCE, COMPLAINTS AND APPEALS PROCEDURES

Purpose

The purpose of this policy is to set out the approach adopted by AGA to ensure that grievances raised by AGA employees, apprentices, trainees, students, host employers, clients, contractors and consultants, are managed in a timely and confidential manner. This policy will also apply to any matters raised under our Customer Services Charter. All matters dealt with under this policy will be recorded in the AGA Grievance, Complaints & Appeals Register.

AGA's policy provides an avenue for grievances and complaints to be addressed. AGA have implemented a grievance and complaints form and ask all students who wish to address a grievance or complaint to complete a form and forward to their Trainer and Assessor or the student administration team. AGA will endeavour to resolve issues informally. However, we are aware that in some cases alternative measures need to be explored on the merits of each case. AGA's policy is to acknowledge the need to address each case on its merits.

It is AGA's policy to encourage parties to approach a grievance and complaint with an open view and to attempt to resolve problems through discussion and conciliation.

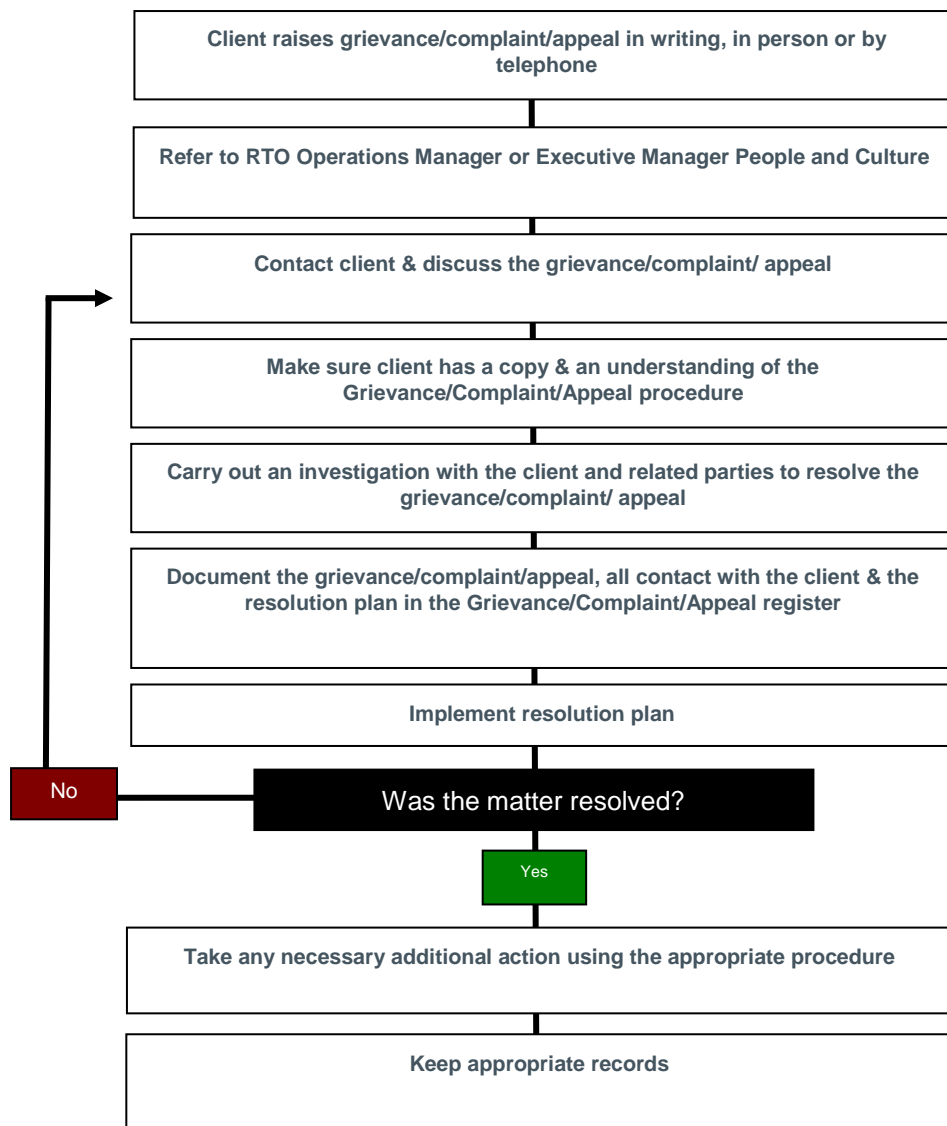
Where a grievance cannot be resolved through discussion and conciliation, AGA acknowledges the need for an appropriate, external and independent agent to mediate between the parties.

Procedure

If a person wishes to make a formal complaint they will be asked to provide the following information required for the investigation process:

- a description of the incident(s), decision or behaviour in question
- the time and date of the incident(s)
- the names of any witnesses
- what are they seeking/suggesting as an outcome

An investigator will be appointed to deal with the complaint and the investigation will seek to gather all relevant information. Once the investigation has been completed, relevant input received and all involved parties have had ample opportunity to respond, a determination will be made and an appropriate course of action will be communicated to all parties concerned.



Appeal Process

If any party is not satisfied with the outcome an appeal may be lodged either internally with the CEO or externally with the appropriate agency.

STUDENT WELFARE, GUIDANCE AND SUPPORT SERVICES

All AGA clients/student are treated as individuals and are offered advice and support services which assist them in achieving their identified outcomes. AGA does not offer formal welfare or guidance services but every effort will be made to assist clients to access appropriate support agencies. AGA students have access to the Apprentice/Trainee Mentor whose role is to help identify support services that are available either indirectly or directly. Please ask for a copy of AGA Student Safety and Welfare Policy 2.30.

SURVEYS AND FEEDBACK

AGA is committed to continuous improvement and use a variety of Surveys and Client feedback forms along with industry consultations to determine the need for improvements to training and assessment. We encourage all students and clients to provide regular feedback both good and adverse to enable us to know what we do well and what we can improve on.

AGA student administration team will ask you to provide feedback by completing a midterm training evaluation questionnaire. There are also feedback/ suggestion sheets available that allow you to provide feedback at any time.

RTOs are required to collect and use data on three Quality Indicators:

- Competency completion
- Learner engagement
- Employer satisfaction

Quality Indicator data will be used by RTOs to undertake continuous improvement processes, and by state and territory registering bodies to inform each RTO's risk assessment.

Registering bodies are bound by relevant legislation in their capacity to share data and will not release to other parties any Quality Indicator data provided by RTOs.

As you near the completion of your course you will be asked to complete a Learners Questionnaire, the data from these surveys is one of the quality indicators and this data is used to undertake continuous improvement. Please assist us in improving the training services we provide by completing this survey

The National Centre for Vocational Education Research (NCVER) is Australia's principal provider of vocational education, training research and statistics. You may receive a survey from the NCVER if so please take a few minutes to complete the survey as this data is vital to improving Vocational Education and Training sector.

PRIVACY

At AGA we recognise that privacy is very important to our students, apprentices, trainees, employers, staff employees and the general public.

We are committed to providing high quality training within a secure and confidential environment.

AGA will only collect personal information for the training apprentices, trainees and students. In providing our services we are subject to certain legislative and regulatory requirements, which will necessitate us obtaining and holding personal information. This

TRAINING SESSION EVALUATION QUESTIONNAIRE
AGA APPRENTICESHIP GROUP AUSTRALIA

All staff of AGA are committed to high quality training. We regularly evaluate our training services to ensure we are providing the best possible training for our students. Your feedback is essential to help us improve our training services and ensure we are providing the best possible training for our students.

Course: _____ Date of response: ____/____/____ Name: (optional) _____

Question 1: Thinking in general about the course you are undertaking, or have undertaken, with AGA -

	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
1. The training content is relevant to my work					
2. The training is delivered in an interesting way					
3. The training is delivered in a way that is easy to understand					
4. The training is delivered in a way that is practical					
5. The training is delivered in a way that is up to date					
6. The training is delivered in a way that is relevant to my work					
7. The training is delivered in a way that is relevant to my work					
8. The training is delivered in a way that is relevant to my work					
9. The training is delivered in a way that is relevant to my work					
10. The training is delivered in a way that is relevant to my work					

Learner Questionnaire
AGA APPRENTICESHIP GROUP AUSTRALIA

Please fill in this questionnaire to help us improve our training services. Your feedback is essential to help us improve our training services and ensure we are providing the best possible training for our students.

Course: _____ Date of response: ____/____/____ Name: (optional) _____

Question 1: Thinking in general about the course you are undertaking, or have undertaken, with AGA -

	Strongly Dislike	Dislike	Neutral	Like	Strongly Like
1. I developed the skills required from this training					
2. I identified the tasks or activities I needed to do					
3. The training focused on relevant skills					
4. I was able to transfer skills learned from this training					
5. I was able to transfer knowledge learned from this training					
6. I was able to transfer knowledge learned from this training					
7. I was able to transfer knowledge learned from this training					
8. I was able to transfer knowledge learned from this training					
9. I was able to transfer knowledge learned from this training					
10. I was able to transfer knowledge learned from this training					

Client Feedback Form
AGA APPRENTICESHIP GROUP AUSTRALIA

Please fill in this form to help us improve our training services. Your feedback is essential to help us improve our training services and ensure we are providing the best possible training for our students.

Full Name: _____ Training Centre: _____
 Postal Address: _____ State: _____ PC: _____
 Phone No. (Client): _____ Email: _____
 What type of feedback would you like to give us?
 Compliment for our service or staff Complaint about our service or staff Suggestion for service or staff
 Please provide your comments (if you need more than please attach additional pages if relevant)

Training Manager
 AGA APPRENTICESHIP GROUP AUSTRALIA
 National Office
 Phone: (02) 9330 3000
 Fax: (02) 9330 3000
 Email: training@agaplus.com.au

will also assist us in our ability to provide you with appropriate advice and service to meet your requirements. Failure to provide full, complete and current information we request may mean that we are unable to provide you with an adequate service. Once we hold personal information, we will take reasonable steps to keep it accurate, complete and up to date. AGA is required by law to adhere to the National Privacy Principles contained in the Information Privacy Act 2000 in relation to the handling of personal information.

We will only use your personal information for training purposes. If considered appropriate we may also use your personal information for internal communication purposes such as sending you newsletters and other company information. If you provide your email address to us, it will not be added to a mailing list without your consent, or used for any other purpose than those specified above. All email subscriptions also allow the user to unsubscribe.

AGA is required to provide the Victorian Government, through Skills Victoria, with student and training activity data which may include information you provide in the enrolment form. Information is required to be provided in accordance with the Victorian VET Student Statistical Collection Guidelines (which are available at <http://www.education.vic.gov.au/about/research/Pages/default.aspx>)

Skills Victoria may use the information provided to it for planning, administration, policy development, program evaluation, communication, resource allocation, reporting and/or research activities. For these and other lawful purposes, Skills Victoria may also disclose information to its consultants, advisers, other government agencies, professional bodies and/or other organisations.

The Education and Training Reform Act 2006 requires AGA to collect and disclose my personal information for a number of purposes including the allocation of a Victorian Student Number and updating personal information on the Student Register.

We will only disclose personal information to third parties carrying out functions on behalf of AGA on a confidential basis, for example other Registered Training Organisations who are involved in training of our apprentices, trainees and students.

A copy of our Privacy Statement is available on our website www.aga.com.au if you have any questions or feedback about this statement or any privacy issues concerning AGA, please contact the Senior Student Administration Officer, AGA, PO Box 49, Deer Park 3023.