



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 the Australian Skills Quality Authority (ASQA) regulators for the VET Quality Framework. To ensure compliance, we have developed comprehensive internal policies, procedures and systems that control our operations.

As an RTO, we have the responsibility to issue your Australian Qualification Framework (AQF) certification documents in line with our Certification policy.

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
- Business Services
- Construction, Plumbing and Services
- Community Services
- Electrotechnology
- Foundation Skills

Locations

AGA operates a network of training facilities 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
- Deer Park
- Korumburra
- Morwell (office only)
- Northcote (office only)
- Warragul

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

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

Contact Information

AGA training staff

We have a team of qualified Trainers and Assessors and student administration staff available to support you throughout your training. Here's how to contact us.

RTO Training Managers

Adeel Khan

Phone: 0486 033 179

Email: adeel.khan@aga.com.au

Student Administration

Contact our team on 1300 000 242

Apprenticeship Programs

Automotive | auto@aga.com.au

Carpentry | carpentry@aga.com.au

Electrotechnology | electrical@aga.com.au

Plumbing | plumbing@aga.com.au

Traineeship Programs

Bicycle Operations | industrygraduates@aga.com.au

Business | business@aga.com.au

Education Support | edsupport@aga.com.au

Employment Services | employmentservices@aga.com.au

VET Delivered to Secondary Students

VDSS Programs | vdssadmin@aga.com.au

Short Courses

Short Courses | shortcourses@aga.com.au

Electrical Supply Industry Training

ESI | esi@aga.com.au

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 one of our staff members to complete a pre-training review which includes an online LLN (Language, Literacy and Numeracy) assessment. If you are applying for Recognition of Prior Learning (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 required to complete an enrolment form and a student eligibility declaration form, you will then be provided with your course commencement date and subsequent training dates along with a statement of fees and a training plan. Students who will be undertaking workplace-based training will be advised of monthly monitoring and scheduled visits.

How to enrol

Prospective students must complete an online enrolment form via VETenrol portal. Enrolments for all courses will be completed by an online link from VETenrol and will be issued via email to candidates from the Student Administration Team.

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.

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

Fees, Charges and Refunds

A copy of our fees and charges are publicly available [on our website](#). The cost of your studies will be discussed on enrolment and during induction.

Fees may include Tuition Fees, Material Fees, Textbooks or Student Workbooks and other associated fees. Individuals will receive a Statement of Fees (if applicable) prior to enrolment which includes all relevant information as prescribed in the Guidelines about Fees – Skills First Program. 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 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. Fee concessions are also available for eligible students. Apprentices will also be charged a one-off payment in their first year for their textbooks.

Withdrawals

For all withdrawal requests please contact your trainer or Student Administration staff at RTOAdmin@aga.com.au or on 1300 000 242.

Eligibility requirements

To determine eligibility of an individual for government subsidised training the AGA representative must, in conjunction with the student, complete Skills First Program Evidence of Student Eligibility and Student Declaration.

To be eligible, an individual must meet VET Funding Contract requirements as follows:

a. An individual must be:

- i. an Australian citizen; or
- ii. a holder of a permanent visa; or
- iii. a New Zealand citizen

b. The '2 Skill Sets in a year' and '2 AQF qualifications in a year' limits

In a calendar year, a student may only commence a maximum of two:

- i. Skills First subsidised Skill Sets; and
- ii. Skills First subsidised programs that are AQF qualifications.

The following scenarios are not counted when determining if a student meets these limits:

1. transitioning from a superseded program to the current version of the same program;
2. recommencing training in the same program (at either the same or a different provider);
3. enrolling in an Apprenticeship (not Traineeship) after having participated in one of the programs identified as a 'Pre-Apprenticeship and Pathway Program' on the Funded Programs Report; or
4. participation in '22510VIC – Course in Identifying and Responding to Family Violence Risk'.

c. The '2 at a time' limit

- i. A student may only commence a maximum of two Skills First subsidised programs at any one time.
- ii. Participation in the '22510VIC – Course in Identifying and Responding to Family Violence Risk' will not be counted when determining if a student meets this limit.

Under 17 years old

All children and young people in Victoria aged from 6 to 17 years are legally required to be at school unless they've been granted an exemption from school attendance.

Either a school principal or the department's regional director can grant the exemption. This depends on the student's circumstances.

You can only enrol a student who will be under 17 when their Skills First training starts if they have an exemption.

But, students under 17 don't need an exemption to enrol in Skills First training if they:

- a. are still enrolled in school and doing a Skills First-funded School-Based Apprenticeship/Traineeship or Head Start Apprenticeship/Traineeship
- b. have a Year 12 or an equivalent qualification.

Program requirements

A student under 17 can only be granted an exemption if the training is:

- a. on a full-time basis of at least 25 hours a week; or
- b. a combination of training and employment averaging at least 25 hours a week.

Credit Transfer

AGA acknowledges qualifications and statements of attainment issued by other Registered Training Organisations (RTOs). This is commonly known as credit transfer. Credit transfer is usually for purposes of:

- Entry into a qualification where another qualification or certain statements of attainment are a prerequisite to entry, or
- For part completion of a qualification based on statements of attainment for the units/modules already held by the student.
- Unit needs to have the same code and title.

Credit transfer does have a limited lifespan. If your qualification/statement of attainment is currently listed on the National Register and is still a component of a qualification that you wish to undertake, credit transfer will be granted by our organisation.

If your qualification/statement of attainment held has been superseded and is no longer on the National Register or is not the version required by the qualification into which you wish to enrol, the credit transfer process does not apply. In such situations, recognition of prior learning would be the appropriate way to proceed.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is an acknowledgement of your existing skills and knowledge that are relevant to your chosen training program. You may have obtained the relevant skills and knowledge through other forms of formal training, workplace experience or life experience. The benefit of recognition of your relevant skills is that it may reduce the time needed to complete your chosen training program with AGA.

Students wishing to attain Recognition of Prior Learning for any of the competencies in a training program will need to provide evidence to demonstrate knowledge of the said competency.

The types of evidence may include:

- Certificates/qualifications
- Reports
- References from paid or unpaid work experience
- Work samples from students
- A practical assessment or skill demonstration

All evidence will be checked by an assessor to ensure its validity and currency before competency is recognised. Rest assured that our organisation abides by fair and equitable guidelines in undertaking a well-documented RPL procedure.

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 you must provide access to your Unique Student Identifier (USI) portal and transcript. If this cannot be provided due to training occurring prior to 2015, then we require you to supply statements of attainment as evidence of this previous formal training for credit transfer to be granted. Please ensure you complete all appropriate sections of the form.

When applying for RPL it is your responsibility to gather sufficient evidence to support your 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 RTOAdmin@aga.com.au or on 1300 000 242.

The Victorian Student Number (VSN)

What is the Victorian Student Number?

The VSN is a student identification number that is 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 improves the collection and analysis of timely and accurate data about education pathways in Victoria.

Why do students need 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.

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

www.education.vic.gov.au/management/governance/vsn/parentsx.htm

Unique Student Identifier (USI)

What is a USI?

The USI is a reference number made up of ten numbers and letters. It's free, easy to create and stays with you for life.

You'll need a USI if you are a:

- New or continuing student undertaking nationally recognised training
- A higher education student in a Commonwealth supported place or graduating in 2023 and beyond

Without one, you won't be able to receive your statement of attainment, qualification, or award. You also won't be eligible for higher education support, like HECS-HELP.

For VET students, the USI gives you access to an online record of your nationally recognised training in the form of a VET transcript. This can be used when:

- applying for a job
- seeking a credit transfer
- demonstrating pre-requisites when undertaking further training

Get a USI

A USI is your lifelong education number – you only need to create it once.

<https://www.usi.gov.au/students/get-a-usi>

Already have a USI?

If you have undertaken any Vocational Education and Training (VET) since 2015, you may already have a USI.

Identification requirements

You need one form of identification to create a USI. You can use several different types of ID.

There is no minimum age requirement to create a USI. Creating your USI should take less than 5 minutes.

Pre-Training Review

The Pre-Training Review is completed by every student as part of the application in VETenrol.

Students will be asked a variety of questions for us to consider:

- The student's objectives for training and whether the development of new competencies and skills is likely to result in a job or an option for further study
- Whether the student has previously acquired competencies
- The student's existing educational attainment and capabilities, literacy and numeracy skills, and digital capability
- Whether the proposed learning strategies and materials are appropriate for the student, and whether any steps need to be taken to help them overcome any barriers.

Language Literacy and Numeracy Assessment (LLN)

Once the Pre-Training Review is complete, the student will be required to undertake a Language, Literacy and Numeracy (LLN) Assessment. The student will be emailed a link to an online LLN Evaluation.

AGA uses the 'LLN Robot' tool developed by the Learning Resources Group. This tool provides online LLN assessment, identifies LLN and core skill levels of courses and provides LLN support programs.

The LLN evaluation will assess the student's working level across the five core skills within the Australian Core Skills Framework (ACSF). This will assist us to understand the areas in which the student may need support to ensure we can tailor training accordingly.

Students must generally be able to demonstrate the ability to meet ACSF level 3 skills levels with the view to further develop skills where applicable. Upon completion of the evaluation, we can determine the students' current level in each of the 5 core skills under the ACSF, identify areas in which the learner may need support and tailor training specific to the student's needs.

The LLN Robot also suggests methods of learning to assist a student in reaching higher levels against each of the 5 core skills of the ACSF where applicable.

Cheating, plagiarism and collusion

Participants will also be advised at the Pre-Training Review about the Cheating, Plagiarism, and Collusion Policy. 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.

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 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. Students are permitted to use their mobile phones during breaks between classes, the lunch break etc. Aside from being unprofessional, mobile phone use during training is a safety issue which AGA treats very seriously. In commencing your training with AGA, you agree not to use any mobile phone or personal device during training and to give your trainers your full and undivided attention at all times. Please ensure your mobile phone is switched off or to silent mode whilst attending classes.

Smoking

All AGA sites became smoke free in 2017. Please respect this 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 HSEQ Management System to provide guidance for the safe use of personal protective equipment as set out under Section 21 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 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 always be worn in the AGA training facilities.

Access & Equity

AGA's Access and Equity policy is aimed at ensuring everyone has an equal opportunity to successfully gain skills, knowledge and experience through employment, education and training. AGA understands that some groups in the community may have lower participation in vocational education and training, apprenticeships and traineeships, and we offer additional support where required.

These groups may include people living with disability, people from culturally and linguistically diverse backgrounds, Aboriginals and Torres Strait Islanders, youth, women, people in custody, mature aged people, people who live in rural and remote areas and people with language, literacy and numeracy difficulties.

We are committed to ensuring all members of society have equal access to employment and training opportunities.

Legislation and Regulation Information

It is the CEO's responsibility for AGA to provide an annual declaration on compliance within the required timeframe:

- Currently meets the requirements of the Standards across all its scope of registration and has met the requirements of the Standards for all AQF certification documentation it has issued in the previous 12 months; and
- Has training and assessment strategies and practices in place that ensure that all current and prospective learners will be trained and assessed in accordance with the requirements of the Standards.

It is the role of the CEO to ensure that AGA will endeavour to observe and comply with all relevant Commonwealth, State and Territory legislation and regulations in all dealings with staff and students, particularly in relation to:

| Act/Legislation/Regulation | Relates to | Federal or State/territory |
|---|------------|----------------------------|
| A New Tax System (Goods and Services Tax) Act 1999 | SFP | Commonwealth |
| Age Discrimination Act 2004 | RTO | Commonwealth |
| AQTF essential conditions and standards for continuing registration | VRQA | Victoria |
| Audit Act 1994 | SFP | Victoria |
| Australian Human Rights Commission Act 1986 | RTO | Commonwealth |
| Charter of Human Rights and Responsibilities Act 2006 (Vic) | SFP | Victoria |
| Child Safe Standards 2016 | RTO | Victoria |
| Child Wellbeing and Safety Act 2005 (Vic) | SFP | Victoria |
| Children and Community Services Act 2004 | RTO | Western Australia |
| Children, Youth and Families Act 2005 | RTO | Victoria |
| Competition and Consumer Act 2010 | RTO | Commonwealth |
| Copyright Act 1968 | ASQA | Commonwealth |
| Corporations Act 2001 | SFP | Commonwealth |
| Disability Act 2006 | SFP | Victoria |
| Disability Amendment Act 2012 | RTO | Victoria |
| Disability Discrimination Act 1992 | RTO | Commonwealth |

| Act/Legislation/Regulation | Relates to | Federal or State/territory |
|--|-------------------|-----------------------------------|
| Disability Standards for Education 2005 | RTO | Commonwealth |
| Electronic Transactions (Victoria) Act 2000 | SFP | Victoria |
| Equal Opportunity Act 2010 | RTO | Victoria |
| Evidence Act 2008 (Vic) | SFP | Victoria |
| Fair Work Act 2009 | RTO | Commonwealth |
| Financial Viability Risk Assessment Requirements 2011 | RTO | Commonwealth |
| Freedom of Information Act 1982 | SFP | Victoria |
| Health Records Act 2001 (Vic) | SFP | Victoria |
| National Vocational Education and Training Regulator Act 2011 | ASQA | Commonwealth |
| Occupational health and safety Act 2004 & Regulations | RTO | Victoria |
| Ombudsman Act 1973 | SFP | Victoria |
| Privacy and Data Protection Act 2014 (Vic) | SFP | Victoria |
| Privacy Act 1988 | SFP | Commonwealth |
| Public Records Act 1973 (VIC) | RTO | Victoria |
| Racial and Religious Tolerance Act 2001 | RTO | Victoria |
| Racial Discrimination Act 1975 | RTO | Commonwealth |
| Sex Discrimination Act 1984 | RTO | Commonwealth |
| Standards for Registered Training Organisations (SRTOs) 2015 | ASQA | Commonwealth |
| Standards for Registered Training Organisations (SRTOs) Amendment 2017 | ASQA | Commonwealth |

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. If required, Training Plans can be customised to reflect the outcome of the Pre-Training Review.

The Training Plan is a guide for the apprentice/trainee outlining the following items:

- Selection, content and sequencing of units of competency
- Timing, location and mode of delivery
- The parties responsible for the delivery and/or assessment of each competency
- Proposed completion dates for the selected units of competency
- Any other specific requirements to be met in accordance with the Training Agreement and Training Package

Once the Training Plan is completed we will ensure:

- The apprentice/trainee understands all areas of the Training Plan
- The Training Plan is signed and dated by:
 - The student or apprentice/trainee
 - The employer
 - The RTO
 - For School Based Apprentices/Trainees, the Training Plan must also be signed by an authorised representative of the school
- The Training Plan is finalised within 4 weeks of the commencement of the training
- Signed originals or copies are given to all parties to the Training Plan and one is kept in the student's file
- If any changes are required, the Variation Form is completed, and approval is sought from the Training Manager who will identify which units can be varied with assistance from the Training Support Manager to ensure that the requirements of the training package are met

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

Changes of Personal Details

If you change address, phone 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 your new employer. Change of details forms are available from your trainer, or call Student Administration on 1300 000 242.

File Content and Retention of Records

Privacy is assured by different access levels of staff to each server and online system. Physical files are stored in lockable areas which are managed by the Administration Manager.

Physical files will be destroyed in a safe and secure manner by a reputable company, to ensure privacy of document content and in accordance with any specific instructions provided by the Department of Education and Training (DET), Victoria. This is the responsibility of the Administration Manager. Physical storage media for electronic records are destroyed upon decommissioning (considering the retention period from completion) of the hardware in a manner which does not permit the reconstruction of data stored on that media; this is the responsibility of the IT Manager.

Access to records will be immediately granted to relevant government authorities, including taking any number of copies in the following circumstances:

- In accordance with any applicable legislation;
- To the Victorian Auditor-General or Victorian Ombudsman on request in writing;
- To a government representative on request in writing; and
- To the Department or an authorised representative of the Department for any purpose connected with this VET Funding Contract.

Rights and Responsibilities

It is the responsibility of the student to:

- 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

It is the responsibility of the RTO to:

- 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, can 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

It is the responsibility of the employer (where relevant) to:

- 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, can 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 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, motorcycles, bicycles etc. in breach of the road laws or AGA guidelines either on or near AGA property will be banned from bringing said vehicle on to AGA property for a period determined by the course trainer.

Assessment

Trainers and Assessors at AGA adopt a range of assessment tools developed under the AGA Training and Assessment Strategy. The assessment tools determine a student's achievement of the units of competency for any accredited course.

Assessment tools are available for each unit of competency and are kept on file.

AGA ensures its assessment tools:

- Are valid, flexible, fair and reliable
- Support the collection of evidence that is valid, authentic, sufficient and current
- Are reviewed against analysis of requirements of unit of competency
- Undergo regular assessment validation sessions
- Have input from trainers, assessors and subject matter experts
- Have regular and thorough industry inputs
- Comply with and are updated to reflect any legislative changes
- Utilise technology and online learning where appropriate
- Are consistent with the assessment guidelines of any course where nationally endorsed units of competency are used

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 student.
- **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

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

- Task skills (performance of individual tasks)
- Task management skills (managing a few different tasks within the job)
- Contingency management skills (responding to problems, breakdowns and changes in routine)
- 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 assessments utilise appropriate methods for recording, storing and accessing 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 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 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 ongoing (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 students of AGA. If you wish to appeal your assessment result, you may first discuss the issue with the trainer/assessor. If you wish 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 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 a student has been issued with the results of their assessment.

Every effort is made to settle the appeal to both the student's and AGA's satisfaction. All parties have an opportunity to formally present their case and are given a written statement of the appeal outcomes, including reasons for the decision. Should the outcome not be acceptable to the student, they will be informed, in writing, of the opportunity to lodge a complaint with the Victorian Recognition and Qualification Authority (VRQA).

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, 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.

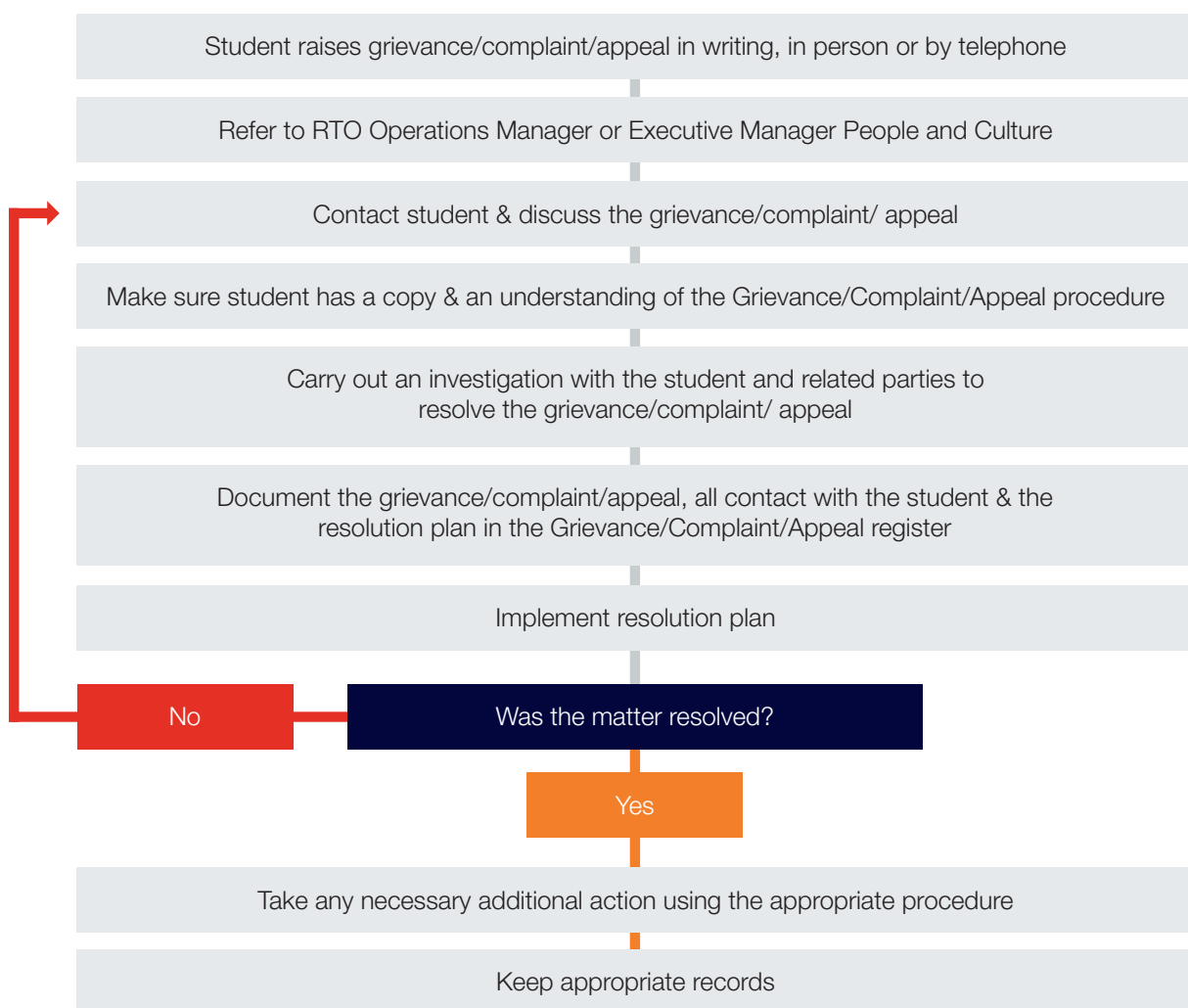
Where a grievance cannot be resolved through discussion and conciliation, AGA acknowledges the need for an appropriate, external and independent agent to mediate between the parties.

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 procedure

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 students/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 students 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.

Surveys and Feedback

AGA is committed to continuous improvement and we use a variety of surveys and student feedback forms along with industry consultations to determine the need for improvements to training and assessment. We encourage all employers and students 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; this can be completed online. The data from these is one of the quality indicators and 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 the Vocational Education and Training sector.

Privacy

AGA is committed to providing quality services and this statement outlines our ongoing obligations in respect of how we manage Personal Information. We have adopted the Australian Privacy Principles (APPs) contained in the Privacy Act 1988 (Cth) (the Privacy Act). The APPs govern the way in which we collect, use, disclose, store, secure and dispose of Personal Information. A copy of the Australian Privacy Principles may be obtained from the website of The Office of the Australian Information Commissioner at www.aaic.gov.au

What is Personal Information and why do we collect it?

Personal Information is information or an opinion that identifies an individual. Examples of Personal Information we collect include names, addresses, email addresses and phone numbers.

This Personal Information is obtained in many ways including interviews, correspondence, by telephone, by email, via our website, from your website, from media and publications, from other publicly available sources and from third parties. We don't guarantee website links or policy of authorised third parties.

We collect your Personal Information for the primary purpose of providing our services and providing information to our clients and marketing. We may also use your Personal Information for secondary purposes closely related to the primary purpose, in circumstances where you would reasonably expect such use or disclosure. You may unsubscribe from our mailing/marketing lists at any time by contacting us in writing.

When we collect Personal Information, we will, where appropriate and where possible, explain why we are collecting the information and how we plan to use it.

Sensitive Information

Sensitive information is defined in the Privacy Act to include information or opinion about such things as an individual's racial or ethnic origin, political opinions, membership of a political association, religious or philosophical beliefs, membership of a trade union or other professional body, criminal record or health information.

Sensitive information will be used by us only:

- For the primary purpose for which it was obtained
- For a secondary purpose that is directly related to the primary purpose
- With consent; or where required or authorised by law.

Third Parties

Where reasonable and practicable to do so, we will collect Personal Information from the first party. However, in some circumstances we may be provided with information by third parties. In such a case we will take reasonable steps to ensure that the first party is made aware of the information provided to us by the third party.

Disclosure of Personal Information Personal Information may be disclosed in several circumstances including the following:

- Third parties where you consent to the use or disclosure; and
- Where required or authorised by law.

Security of Personal Information

Personal Information is stored in a manner that reasonably protects it from misuse and loss and from unauthorized access, modification or disclosure.

When Personal Information is no longer needed for the purpose for which it was obtained, we will take reasonable steps to destroy or permanently de-identify your Personal Information. However, most of the Personal Information is or will be stored in client files which will be kept by us for a minimum of 7 years.

Access to your Personal Information

You may access the Personal Information we hold about you and to update and/or correct it, subject to certain exceptions. If you wish to access your Personal Information, please contact us in writing.

We will not charge any fee for your access request but may charge an administrative fee for providing a copy of your Personal Information.

In order to protect your Personal Information, we may require identification from you before releasing the requested information.

Maintaining the Quality of your Personal Information

It is an important to us that your Personal Information is up to date. We will take reasonable steps to make sure that your Personal Information is accurate, complete and up to date. If you find that the information we have is not up to date or is inaccurate, please advise us as soon as practicable so we can update our records and ensure we can continue to provide quality services to you.

Privacy Statement Updates

This statement may change from time to time and is available on our website.

Privacy Complaints and Enquiries

If you have any queries or complaints about our privacy practices, please contact us at:

privacy@aga.com.au

