



Employer Handbook Apprentices and Trainees

Employer Handbook

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General Information

Welcome to Apprenticeships Group Australia Limited (AGA)

As a Registered Training Organisation (RTO), AGA is committed to delivering high-quality, nationally recognised Vocational Education and Training (VET) across a diverse range of sectors and qualifications. Our expertise lies in providing apprenticeships and traineeships, and we are regulated by the Australian Skills Quality Authority (ASQA) to ensure compliance and excellence.

Our Commitment to Quality

AGA has developed robust internal policies, procedures, and systems to guide our operations, ensuring that all products and services meet the highest standards and are aligned with industry requirements. Our Apprentices /Trainees receive comprehensive learning and support, and we are dedicated to providing a positive and supportive learning environment.

Our Trainers

AGA employs qualified and skilled trainers and assessors, who are also industry experts with relevant knowledge and experience. They are professional, friendly, and supportive individuals who are passionate about delivering high-quality training and assessment.

Our Commitment to Training

Once an Apprentice /Trainee commences a training program, we work collaboratively with them to ensure a unified approach to achieving their qualification. We are committed to providing the necessary support and resources to help our Apprentices /Trainees succeed.

Employers can download copies of Course Brochures from our website: [Apprenticeships & Traineeships Training | AGA](#)

Benefits of signing up apprentices and trainees

Investing in apprenticeships or traineeships, whether by hiring new talent or upskilling, your existing workforce can deliver significant benefits to your organisation, including the following:

- **Nationally Recognised Qualifications**
Your staff will gain valuable, nationally recognised credentials upon successful course completion, enhancing their professional standing and your organisation's reputation.

- **Engaging and Flexible Delivery**
Our experienced industry trainers and assessors deliver training in a dynamic, flexible, and enjoyable way, ensuring a positive learning experience.
- **Recognition of Existing Skills**
We acknowledge and validate your team’s current experience, helping them achieve formal qualifications that boost confidence and career progression.
- **Skill Development and Enhancement**
Employees will acquire new skills and strengthen existing ones, leading to improved performance, productivity, and job satisfaction.
- **Address Skills Shortages**
You can create a pipeline of skilled workers to future-proof your business and maintain competitiveness.
- **Confidence and Competence**
Training empowers your staff to perform their roles with greater confidence and capability—driving business success.
- **Increase Staff Loyalty**
Upskilling employees by training them to fill specific skill gaps, boosts staff morale and increases staff retention.
- **Boost productivity**
Skilled and motivated workforce boosts productivity and retention, which in turn reduces staff turnover and recruitment costs.
- **Access to Subsidies and Incentives**
By hiring an apprentice or trainee, or using these programs to upskill existing workers, your business may be eligible for financial support.

How We Deliver Training

At AGA, we offer flexible training approaches to suit your needs, depending on the qualification selected.

Workplace Training Courses

Our Workplace Training Courses bring expert trainers directly to your workplace, providing tailored training that develops the specific skills your staff need to succeed. Key features of this approach include:

- Regular on-site training sessions with a dedicated trainer and assessor
- Customised learning plans that align with your workplace operations
- Ongoing support through phone and email
- Practical assessments completed in the workplace, where possible
- Use of our facilities for specialised training, if required

This approach is ideal for businesses seeking a structured learning experience that complements on-the-job training with greater flexibility than traditional classroom models.

Classroom Training Model

Our Classroom Training Model involves scheduled classes on campus, with onsite observations for assessment, if required. Here's what you can expect:

- A class schedule is provided at the beginning of training
- Schedules are updated at the start of each calendar year for ongoing training with AGA
- Apprentices /Trainees attend classes on campus for training and assessment

Both approaches are designed to meet the needs of different Apprentice/Trainees and businesses, ensuring that your staff receive the training and support they need to succeed.

Competency-Based Training and Assessment

Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace because of completing a training program.

CBT focuses on skills and knowledge required to perform tasks to industry standards, and reflects real workplace duties, environments, and performance requirements. It includes higher-level tasks such as:

- Planning
- Problem-solving
- Managing tasks through to completion

CBT programs are built around Units of Competency, which define specific learning outcomes and align with industry standards. Competence means being able to apply skills and knowledge in real workplace situations. Learners progress by demonstrating competence, not by time spent in training. Assessment continues throughout the program until the Apprentice /Trainee either achieves competency in the assessment tasks or a further training need is identified and addressed.

Assessment in CBT is the process of collecting evidence and making judgments on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards. Apprentices/Trainees are required to complete a variety of written work, oral questions, practical demonstrations and assignment/portfolio presentations.

Where an Apprentice /Trainee has undertaken an assessment and it has been marked as NYC (Not Yet Competent), they are allowed to re-sit the test/or have a re-assessment. If they are deemed NYC for a second and third time, they are to re-enrol into that unit/ subject. This will include re-training in the Unit of Competency.

Recognition of Prior Learning (RPL) and Credit Transfer (CT)

As mentioned above, CBT places emphasis on the workplace application of attained knowledge and skills, and not on time spent in training or the amount of knowledge acquired in a formal learning environment.

Recognition of Prior Learning (RPL) is the acknowledgment of skills and knowledge obtained through formal training, work experience and/or life experience. The purpose of RPL is to identify and assess an individual's existing skills and knowledge gained through work experience, informal learning, or previous study, against a unit of competency. If competence is demonstrated in this process, RPL is granted towards the unit without requiring the apprentice/trainee to repeat training.

Credit Transfer (CT) refers to recognition of previously completed unit or competency through VET or higher education. To receive a credit transfer for a unit learners must provide formal evidence that they have previously completed the unit or a unit which matches in content and outcome. Formal evidence can be a qualification certificate or transcript, statement of attainment or your USI transcript. When credit is recognised, the Apprentice/Trainee doesn't need to be trained or assessed for that unit.

Information and documentation regarding the application procedure for RPL and/or Credit Transfers will be made available to all Apprentices /Trainees upon request.

Language, Literacy, Numeracy, and Digital (LLND) Support

At AGA, we understand the importance of LLND skills in the workplace and their integral role in training. We recognise that Apprentices /Trainees have varying levels of proficiency in these areas due to their unique life experiences.

As part of the enrolment process, Apprentices /Trainees will complete an LLND exercise to assess their abilities in reading, writing, listening, speaking, and understanding mathematical concepts. This assessment will help us identify areas where additional support may be beneficial.

As this is a competency-based program, assessment continues throughout the program until the Apprentice /Trainee either achieves competency in the assessment tasks or a further training need is identified and addressed.

The assessment process will include theory and practical assessments, such as written questions, oral questions, practical demonstrations and assignments, and using the workplace environment where required.

Apprenticeships and Traineeships in Victoria

Apprenticeships and traineeships are modes of VET delivery that combine paid work with structured formal training. Successful completion of an Apprenticeship or traineeship leads to a nationally recognised qualification ranging from Certificate II to Advanced Diploma levels.

Apprenticeships and Traineeships can be undertaken on a full-time or part-time employment basis, or as school based which integrates a part-time Apprenticeship or Traineeship with senior secondary schooling.

In Victoria Apprenticeships and traineeships are Governed by the Education Training and Reform Act 2006 (ETRA)

Key Components

- Training Contract – which is a legally binding agreement between employer and apprentice/trainee, which must be lodged with and approved by the Victorian Registration and Qualifications Authority (VRQA)
- Training Plan – details what training will be provided, by whom, and how, and includes on-the-job training and competency assessment

Enrolment Process

The enrolment process is completed once the Apprentice /Trainee has been signed into a traineeship / apprenticeship by an ACAP and then by following the steps outlined in RTO Application and Enrolment Policy.

Please Note: The information collected on the Enrolment Form is used for administrative and statistical purposes and will remain confidential.

Training Plan

An apprentice/trainee training plan acts as a formal legally binding agreement, outlining roles, responsibilities, units of competency, timelines, and methods for training and assessment over the entire duration of the apprenticeship or traineeship.

The purpose of an apprentice/trainee training plan is to:

- provide a clear, documented roadmap for skill development
- specify the exact qualification (e.g., Certificate III in Carpentry) and the skills (units of competency) needed ensure both the apprentice/trainee and employer know exactly what training, assessment, and practical experience are required to achieve a qualification
- clarify the roles of the apprentice, employer and the RTO
- create a flexible, learner-focused approach to achieve a valid industry outcome
- outline when and how training (on-the-job, off-the-job, e-learning) occurs track apprentice/trainee progress and meet competency standards for successful completion of the program

Competency-Based completions

Apprenticeships and Traineeships for all trades in Victoria are competency-based, not time-based. Competency-based completion aligns learning achieved through a qualification with applying skills and knowledge to workplace and industry performance standards.

The length of an apprenticeship will differ for each apprentice based on their previous experience and training and how quickly they learn the skills needed for the trade.

A training contract can be completed when:

- the apprentice or trainee has achieved all the competencies of the qualification, as outlined in their training plan
- the employer has confirmed with the registered training organisation (RTO) that the apprentice or trainee is competent in the workplace.

This means that apprentices and trainees can complete their contracts at any time they have completed their study with the RTO and the employer confirms competence in the workplace.

Employer Responsibilities for Commencing an Apprentice/Trainee

- The employer and apprentice / trainee must sign-up to a formal training contract within 14 days of employment. This ensures everyone knows what their responsibilities are, and the apprentice or trainee is correctly registered.
- After signing, employers can pay apprentice or trainee wages, and the apprentice or trainee can enrol in formal study.

VRQA Role

- Approve all Approved Training Schemes (eligible qualifications)
- Approve employers and Training Contracts
- Maintain a register of apprentices and trainees

Compliance: Your Non-Negotiables

Area	Key Requirements
Training Contract	<ul style="list-style-type: none"> • Signed and registered via Apprentice Connect Australia within statutory timelines • VRQA registers in Epsilon
Enrolment & Attendance	<ul style="list-style-type: none"> • Enrol with an RTO within 3 months • Ensure release and pay for off-the-job training • Maintain attendance records
Training Plan	<ul style="list-style-type: none"> • Keep plan live: update units, dates, and competency completions throughout program
Supervision	<ul style="list-style-type: none"> • Provide suitable supervision at all times • Supervisor must be qualified/experienced and appropriate for task/risk
OHS Obligations	<ul style="list-style-type: none"> • Safe plant and equipment • PPE provided • Risk assessments • SWMS/JSA for high-risk work • Incident reporting
Pay Compliance	<ul style="list-style-type: none"> • Use Fair Work tools and award pay guides • Pay for trade school attendance • Issue payslips

Workplace Induction and Supervision for Apprentices/ Trainees

Workplace induction

A good workplace induction communicates what's expected of your Apprentice/Trainee and what they can expect from you.

This will help them settle in quickly, accelerate their proficiency and reduce staff turnover. They're less likely to underperform, make mistakes and lose interest.

Induction activities

You may use the usual workplace induction process you use, but here's a suggested list of activities to effectively induct your Apprentice/Trainee:

- Describe your business, its values, and how your learner fits into the big picture
- Discuss your role, explain their job description
- Discuss ground rules, such as:
 - mobile phone use
 - workplace dress and behaviour
 - policies on bullying, drugs and alcohol,
 - the best way to communicate when they're sick or running late
- Outline their terms of employment, including:
 - the Training Contract
 - pay conditions
 - leave provisions
 - hours of work, overtime and break times
- Take them on a workplace tour to:
 - explain who's who
 - introduce key staff
 - show the location and proper use of:
 - Workstation/desk and associated equipment (computers, printers)
 - Restrooms, kitchen facilities, and break areas
 - Meeting rooms and collaboration spaces
 - Areas to store personal belongings
- Induct learner to site rules, OHS, SWMS/JSA, PPE, emergency procedures.
- Confirm Training Contract registration and RTO enrolment
- Go through their Training Plan Proposal, schedule progress meetings and set goals
- Provide information about grievance procedures including who to go to for support
- Schedule Workplace Health and Safety training
- If possible, get a former apprentice or trainee to be their 'support buddy.'

What is supervision

When an employer takes on an apprentice or trainee, they enter into a formal agreement known as a Training Contract, binding both parties to obligations under the arrangement that is governed by the Education Training and Reform Act 2006 (ETRA).

In accordance with this Training Contract, Employers are required to provide a level of supervision to enable the apprentice or trainee to safely attain the standards of skill and knowledge required for the qualification.

Supervision is an essential component of the training arrangement and involves the oversight and coordination of on-the-job training provided by a suitable Supervisor to an apprentice or trainee to work safely (without risks to health), effectively and efficiently to accomplish the task to the standard required.

For supervision to be effective, workplace supervisors need to:

- Use risk, experience and competence to determine the right supervision level:
 - Direct: You are present and observing while the learner performs tasks; default until safe competence shown.
 - Indirect: Intermittent monitoring; you remain nearby and check in at an appropriate frequency.
 - Broad: Quality-check completed tasks; suitable only after consistent competence and low risk.

Tip: Revert to direct supervision when introducing a new high-risk task or equipment, or after an incident.

- Plan the on-the-job training
 - Map tasks to Training Plan units; confirm prerequisites and hazards.
 - Sequence work so the learner practices a range of relevant tasks covering all competencies.
 - Coordinate with the RTO to align workshop/trade school blocks and workplace practice.
- Coach the Apprentice / Trainee
 - Demonstrate → explain why → supervise practice → provide specific feedback and check competence.
 - Document outcomes in the Training Plan/record book (date, task, supervision level, competence sign-off).

Who is a suitable supervisor?

As the employer, you are responsible for ensuring an apprentice or trainee is supervised by a supervisor, who:

- has an aptitude for and interest in training others
- has a good understanding of the vocation or trade
- has appropriate qualifications, knowledge and skills
- is competent and experienced in the tasks they will be overseeing
- is a 'fit and proper' person to guide and oversee trainees and apprentices, including those under the age of 18
- is capable of using the correct type of supervision for each apprentice or trainee in consideration of their age, life experience, competence and workplace risks
- is capable of confirming on-the-job competency and updating training records for the apprentices and trainees they are responsible for, as required by the RTO
- understands their obligations under the OHS Act

Source : [Supervision Guidance Notes](#) Apprenticeships Victoria

Requirements for the effective supervision of apprentice electricians

Effective 1 September 2025, Energy Safe Victoria has specific requirements for the effective supervision of apprentice electricians, known as the Apprentice Supervision Requirements, for the purposes of regulation 507 of the Electricity Safety (General) Regulations 2019 (Vic).

Energy Safe Victoria's Requirements for Effective Supervision of Apprentice Electricians is a legal document which set outs the responsibilities of employers and supervisors. The new requirements include changes to supervision ratios for specific types of work, to ensure that apprentices can undertake electrical installation work safely.

You will be able to access details of these requirements on the following link:

<https://www.energysafe.vic.gov.au/sites/default/files/2025-06/Requirements-for-Effective-Supervision-of-Apprentice-Electricians-Effective-1-Sept-25-V1.1.pdf>

The Training Plan

Before commencing training, AGA RTO will collaborate with you and the Apprentices /Trainees to develop a comprehensive Training Plan.

This plan outlines the training and assessment strategy for the qualification, including:

- Units of Competency to be completed
- Proposed training and assessment dates
- Assessment methods to be used
- Trainer allocated to deliver and assess the training

The Training Plan also includes an expected completion date for the qualification. Once finalised, the plan will be signed by all parties (trainee/apprentice, employer, and RTO), and we will work together to implement it.

Training plans should be monitored and assessed regularly to ensure that the apprentice or trainee is on track to achieve competence and that any issues with their training are raised and addressed as soon as possible.

If an employer finds that the apprentice or trainee lacks competence in certain areas of study, this should be raised directly with the RTO to discuss options and methods to support the achievement of competence.

Any changes to the plan will be updated in consultation with the Apprentice /Trainee and employer.

Training Plan Timeline (Typical)

- Week 1: Induct to site rules, OHS, PPE, emergency procedures; walk through Training Plan units; set expectations for trade school attendance.
- Month 1–3: Enrol with RTO; confirm ACAP registration; assign primary supervisor and mentors.
- Monthly: Workplace visit or check-in with RTO; update Training Plan progress; review supervision levels per skill.
- Monthly: Receive RTO progress report; adjust goals and support as needed.

Responsibilities for Supporting the Apprentice/Trainee

The RTO and the Employer have responsibilities to work together to ensure that the Apprentice/Trainee receives the support they need to succeed in their course.

AGA RTO's Responsibilities

As the training provider, AGA is committed to delivering high-quality training and assessment.

Our responsibilities include:

- Developing a customised delivery sequence of units with the Apprentice /Trainee and designated supervisor
- Maintaining accurate records of formal assessment and achievement of competence
- Scheduling workplace visits around the needs of your business (when applicable to the selected mode of study)
- Monitoring Apprentice/Trainee Progress and maintaining monthly contact with both the Apprentice/Trainee and employer (or designated supervisor) via phone, email, or in-person meetings. This ensures that we're all on the same page and can address any issues promptly
- Providing monthly progress reports via email to keep you informed about the Apprentices /Trainees' progress against their Training Plan. These reports will give you a clear picture of how the Apprentice /Trainee is tracking and help identify areas for further support or development.
- Issuing a nationally accredited qualification upon completion of training and assessment.

Planned contacts or visits by AGA trainers/ representatives

- AGA is committed to supporting Apprentices /Trainees throughout the apprenticeship / traineeship process.
- Apprentices /Trainees(GTO Students) will have a dedicated Field Officer who will mentor and support them, visit them at their workplace and liaise with their employers.
- AGA Trainers will make a minimum of four contacts per year with the employer to discuss the Apprentice or Trainee's progress against the Training Plan, including confirmation of competence.
- Contacts will also be made by email or by phone, as required.
- AGA will keep a record of the contacts in the student file, such as an email or file note. In the case of Apprentices, these contacts should form part of ongoing communication to keep the employer up to date with progress in Structured Training.

Student Support Services

- AGA RTO has a comprehensive Student Support and Wellbeing Policy to ensure VET students are treated fairly and are properly informed, protected, and supported in accordance with The Standards for RTOs (2025), Standards and The Victorian Standard VET Funding Contract.
- The policy and related procedure ensure that AGA RTO:
 - Provides safe, accessible, and sufficient facilities and resources are provided
 - Provide clear information, inclusive support, well-being support and complaints and appeals management
 - Ensure the RTO is appropriately staffed to deliver support services
 - Identify and manage risks to VET student wellbeing
- All staff can be approached to gain advice on academic and personal issues. Staff at AGA will offer professional and confidential advice in areas where they can help and will ensure that all efforts are made to ensure a positive learning experience is achieved.

Employer's Responsibilities

As the Employer, you play a crucial role in supporting the Apprentice /Trainee 's progress.

Your responsibilities include:

- Providing a systematic workplace induction
- Designating a primary workplace supervisor to provide guidance and support and any secondary mentors
- Monitoring the Apprentices/Trainees' progress during routine duties
- Providing opportunities for skills enhancement and development
- Encouraging and assisting the Apprentice /Trainee to complete assessment tasks
- Providing relevant support and guidance, including allowing time for training and assessments during work hours
- Allowing the required amount of Structured Training Withdrawal
- Participating in workplace visits with the Apprentice /Trainee and trainer
- Providing regular feedback on training progress
- Signing documentation to acknowledge the Apprentice /Trainee 's attainment of competence
- Contacting the RTO if training-related problems arise
- Informing us within 5 working days if the Apprentice /Trainee resigns or is dismissed
- Participating in surveys and feedback requests from the RTO

Structured Training Withdrawal

To ensure the Apprentice/Trainee success, we recommend allocating dedicated time outside of their routine work duties to support their training. During the enrolment process, the Trainer will discuss the required time commitment with you and the Apprentice /Trainee. This time will be spent on activities such as:

- Attending training sessions
- Completing homework
- Practicing skills
- Undertaking assessments

The Apprentice /Trainee will be required to document this time on a Structured Training Withdrawal Log Sheet, which will be monitored by the RTO each month. If the Apprentice /Trainee is not meeting the requirements, the RTO will contact the Australian Connect Apprenticeship Provider (ACAP) for support.

Manage Progress, Capability and Safety

- Competence and sign-off
Use workplace evidence plus RTO assessment to move the Apprentice /Trainee from direct to indirect/broad supervision on specific skills only after safe competence is demonstrated.
- Safety leadership
Apply the hierarchy of controls; pair new Apprentice /Trainee s with experienced trades; stop work where risk is uncontrolled.
- Attendance and pay for training
Ensure attendance at trade school as per Training Plan (paid time, counted in ordinary hours); if the Apprentice/Trainee misses attendance without authorised leave, that time need not be paid.

Monthly Compliance and Progress Review

- Update Training Plan progress - confirm attendance and pay for training; log evidence of on-the-job training.
- Review supervision levels per skill - adjust after competence checks or incidents.
- Hazard review for upcoming tasks - refresh controls and permits.

Apprentice /Trainee Rights and Responsibilities

An Apprentice/Trainee has the right to:

- A safe workplace that is free from bullying, discrimination
- Be treated just like any other employee
- Get the same entitlements as other employees, such as annual leave, sick leave, public holidays and breaks.

The Apprentice /Trainee has responsibilities in the following areas:

Training and Assessment

- Attend work and do their job in a professional manner
- Follow lawful instructions
- Work towards achieving their qualification and take advantage of learning opportunities
- Attend all training and complete assessments
- Meet their normal responsibilities as an employee
- Maintain regular contact with their Trainer
- Seek feedback from their workplace supervisor and Trainer on their progress

Behaviour

- Adhere to AGA RTO's rules and expectations to ensure a productive and respectful learning environment. All requirements are outlined in the Student Code of Conduct and Student Handbook.
- If an Apprentice/Trainee's enrolment is cancelled due to a breach of RTO Policies and Procedures, no refund of course fees will be payable.

Attendance

- If an Apprentice/Trainee is unable to attend a training session, they or the employer must notify AGA Trainer as soon as possible.
- For any unexplained absences, late arrivals or early departures AGA will communicate with the employer.

Complaints and Appeals

Apprentices /Trainees and Employers have access to AGA's RTO Complaints and Appeals Policy and Procedure on aga.com.au/contact-us/grievance-complaints-appeals. RTO Complaints and Appeals Policy and Procedure ensures that fair and equitable processes are implemented for any complaints or appeals against AGA.

Apprentices /Trainees and Employers are able to submit a formal complaint to AGA relating to any concern they may have (such as academic decisions, or should they feel a person has acted inappropriately or treated someone unfairly, etc).

An Apprentice /Trainee may also appeal a decision made by AGA in regard to an assessment outcome. Where an Apprentice /Trainee feels they have been unfairly judged and assessed on a specified task, project or assessment they may have the assessment reviewed by submitting an appeal form. Apprentices /Trainees must provide supporting evidence or explanations as to why they feel the assessment is unfair and why they should be given further opportunity to be assessed.

AGA is unable to deal with any workplace relations issues that are not related to the provision of the Apprentices /Trainees training. These should be taken up with relevant workplace personnel or external agencies.

All Apprentices /Trainees and employers have access to the RTO Complaints and Appeals Policy and Procedure and the Complaints and Appeals Form which are found on the AGA website, and copies can also be produced by Student Administration at any time upon request.

Equity Commitment

All AGA staff will adhere to the principles and practices of equity in education and training; they will treat every Apprentice /Trainee fairly and without discrimination. AGA is committed to complying with Commonwealth and State legislation and all regulatory requirements (as per RTO Governance Policy) particularly in relation to (please see below):

AGA acknowledges its legal obligations under State and Federal laws and regulations, , including:

- A New Tax System (Goods and Services Tax) Act 1999
- Age Discrimination Act 2004
- Audit Act 1994
- Australian Human Rights Commission Act 1986
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Safe Standards 2016 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Children and Community Services Act 2004
- Children, Youth and Families Act 2005

- Competition and Consumer Act 2010
- Copyright Act 1968
- Corporations Act 2001
- Disability Act 2006
- Disability Amendment Act 2012
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Electronic Transactions (Victoria) Act 2000
- Equal Opportunity Act 2010
- Evidence Act 2008 (Vic)
- Fair Work Act 2009
- Financial Viability Risk Assessment Requirements 2011
- Freedom of Information Act 1982
- Health Records Act 2001 (Vic)
- National Vocational Education and Training Regulator Act 2011
- Occupational health and safety Act 2004 and Regulations
- Ombudsman Act 1973
- Privacy and Data Protection Act 2014 (Vic)
- Privacy Act 1988
- Public Records Act 1973 (VIC)
- Racial and Religious Tolerance Act 2001
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Standards for Registered Training Organisations (SRTOs) 2025

AGA fosters equality and access in a training environment that is fair and conducive to learning at all levels. Our training services are available to all Apprentices/Trainees regardless of ethnicity, gender, age, marital status, sexual orientation, physical or intellectual impairment.

All AGA staff are required to have an awareness and understanding of access and equity issues and are required to demonstrate access and equity principles in all dealings with Apprentices/Trainees and other staff.

If you believe you have been treated unfairly by an AGA Representative, please contact AGA Education and Training Manager or refer to [Complaints and Appeals Policy and Procedure](#).

Workplace Health and Safety

AGA RTO complies with all relevant Workplace Health and Safety legislation. Trainers will actively take steps to identify hazards that could cause harm to Apprentices /Trainees in a learning/ assessment environment. Where possible, the Trainers will take action to remove or control these hazards and will report the hazard to the appropriate on-site personnel in your workplace.

Where practicable, Apprentices /Trainees must take responsibility for their own health and safety and that of their fellow Apprentices /Trainees, or employees. This means Apprentices /Trainees must follow all safety rules, procedures and the instructions of their Trainer while attending a training session.

The RTO will undertake an external site checklist as part of the enrolment process to determine the suitability (including safety) of delivering training and assessment of the workplace.

Privacy

In accordance with our Privacy Policy please refer it on our website [RTO Privacy and Personal Information Policy](#), AGA is committed to providing quality services and this statement outlines our ongoing obligations in respect of how we manage Personal Information.

Training Evaluation

AGA fully appreciates and acts accordingly to any feedback that you give us. A feedback form will be forwarded to you at end of your Apprentices /Trainees' studies. Please be assured that feedback forms remain confidential and are only used for the purpose of improving the quality of our service for Apprentices /Trainees.

Fees, Charges and Refunds

For full details, please refer to [AGA RTO - Fees, Charges and Refund Policy](#)

Payment Structures

Qualification Type	Number of Instalments	Payment Schedule
Classroom-based Apprentices	8 instalments	- Enrolment - Month 3 - Every 6 months until 8th instalment

Qualification Type	Number of Instalments	Payment Schedule
Trainees	3 instalments	- Enrolment - Month 3 - Month 9
Workplace Apprentices	4 instalments	- Enrolment - Beginning of Year 2 - Beginning of Year 3 - Beginning of Year 4

Note: Fees are paid for the upcoming period of study. Please review our policy on the website for the most up-to-date information.

Extenuating Circumstances

Apprentices/Trainees may miss scheduled course dates due to illness, family or personal matters or other extraordinary reasons.

Where evidence can be successfully provided to support the Apprentice /Trainee 's circumstances, course fees may either be transferred to the next available course where applicable, or a refund of unused course fees will be issued. This decision to assess the extenuating circumstances rests with the CEO and shall be assessed on a case-by-case situation.

Please note: Where the Apprentice /Trainee breaches the conditions of enrolment no refund is payable.

All clients have the right to appeal a refund decision made by AGA by accessing the [Complaints and Appeals Policy and Procedure](#).

These refund arrangements and the availability of the complaints and appeals processes, does not remove the client's right to act under Australia's consumer protection laws, including but not limited to a statutory cooling-off period, if one applies.

Authority to Invoice (ATI)

At the time of enrolment, an Authority to Invoice (ATI) must be completed, specifying whether invoices are to be made out to the Apprentice /Trainee or the employer.

Finalisation of Qualification

To receive their qualification, Apprentices /Trainees must have paid all fees in full. No qualification will be issued until all outstanding fees have been settled.

Contacts

AGA Head Office

Apprenticeships Group Australia Ltd

192-198 High Street

Northcote Vic 3070

Ph: 1300000242

AGA is registered under the National VET Regulator:

RTO ID 3829

AGA Training Sites

Deer Park

301 Foleys Road

Deer Park VIC 3023

1300 000 AGA (242)

Korumburra

Lot 1 Kurrle Street

Korumburra VIC 3950

1300 000 AGA (242)

Bairnsdale

654 Main Street

Bairnsdale VIC 3875

1300 000 AGA (242)

Warragul

Baw Baw Skills Centre

69–71 Wills Street

Warragul VIC 3820

1300 000 AGA (242)

Appendix A: Legislation and Standards (Summary List)

AGA RTO acknowledges obligations under relevant State/Federal laws and standards given below.

For the full, current list, refer to AGA Governance and Compliance documents.

Legislation	Scope
National Vocational Education and Training Regulator Act 2011; Standards for RTOs (2025)	RTO regulation and quality standards
Occupational Health and Safety Act 2004 (Vic) & Regulations	OHS duties and risk management
Privacy Act 1988; Privacy and Data Protection Act 2014 (Vic); Health Records Act 2001 (Vic)	Personal information handling
Equal Opportunity Act 2010 (Vic); Disability Discrimination Act 1992	Access and equity obligations
Fair Work Act 2009	Industrial relations, pay and entitlements

Appendix B: Support Resources

Source	Regulation/ Support
Australian Skills Quality Authority (ASQA) Ph: 1300 701 801 Website: www.asqa.gov.au	<ul style="list-style-type: none"> ASQA ensures both employers and RTOs meet their roles through regulation of RTOs, not direct regulation of employers.
Victorian Registrations and Qualifications Authority (VRQA) Ph: (03) 9637 2806 Website: www.vrqa.vic.gov.au	<ul style="list-style-type: none"> Apprenticeships/Traineeships regulation, obligations, disputes, compliance checks.
Apprenticeships Victoria Ph: 1300 311 820 Website: www.apprenticeships.vic.gov.au	<ul style="list-style-type: none"> Supervision guidance note and fact sheets employer/supervisor/apprentice resources, resolving workplace, training and personal issues that may impact on an apprenticeship
Apprentice Connect Australia Provider (ACAP) Ph: 1800 020 108 Website: www.apprenticeships.gov.au/who-to-contact/search-for-a-provider	<ul style="list-style-type: none"> Free advice and support service to employers and apprentices/ trainees to help them from pre-commencement to completion of the apprenticeship or traineeship.

	<ul style="list-style-type: none"> The ACAP is required to personally visit employers and apprentices/trainees to assist in the completion of the Training Contract.
Apprenticeship Support Officers (ASO) Website: www.apprenticeships.vic.gov.au/apprenticeship-support-officers Email: apprenticeship.support.case@ecodev.vic.gov.au	<ul style="list-style-type: none"> Wages, entitlements, incentives and superannuation obligations. Training contract obligations, including release for training. Adequate supervision of apprentices and safety concerns.
Fair Work Ombudsman Website: www.fairwork.gov.au/	<ul style="list-style-type: none"> Pay rates, awards, pay slips and record keeping Pay and Conditions Tool
WorkSafe Victoria Ph: 1300 136 089 Website: www.worksafe.vic.gov.au	<ul style="list-style-type: none"> OHS Act, regulations Duty guidance Incident reporting
Energy Safe Victoria Ph: 1800 815 721 Web: www.energysafe.vic.gov.au	<ul style="list-style-type: none"> State energy safety regulator for gas, electricity and pipelines Provides guidelines for effective supervision to employers of apprentice electricians.

Resources on AGA RTO Website

You will find useful information in [Student Resources for Training Success | AGA](#) section on our website.

Resources

[2025 RTO Indicative Fees and Charges](#)

[Download the AGA RTO Student Handbook](#)

[RTO Fees, Charges and Refund Policy](#)

[RTO Application and Enrolment Policy](#)

[RTO Complaints and Appeals Policy and Procedure](#)

[RTO Privacy and Personal Information Policy](#)

[RTO Third Party Agreements Policy](#)

[Document Request Form](#)

Employers can also go here to request a copy of their employee’s training plan:

1. Form request *

Please note a separate request needs to be completed if you need to request more than one action

- Change of Address
- Change of Name
- Reissue of Certificate or Statement of Attainment
- Copy of Training Plan
- Copy of Invoice / Statement
- Copy of Quarterly Report

Appendix C: Publications

2025 Guidelines about Apprenticeship/Traineeship Training Delivery (Skills First)

[https://www.vic.gov.au/sites/default/files/202507/20241211 Apprenticeship Traineeship v1.0_0.pdf](https://www.vic.gov.au/sites/default/files/202507/20241211_Apprenticeship_Traineeship_v1.0_0.pdf)

Guide to taking on an apprentice

<https://www.fairwork.gov.au/sites/default/files/migration/712/guide-to-taking-on-an-apprentice.pdf>

Requirements for the effective supervision of apprentice electricians Effective from 1 September 2025

<https://www.energysafe.vic.gov.au/sites/default/files/2025-06/Requirements-for-Effective-Supervision-of-Apprentice-Electricians-Effective-1-Sept-25-V1.1.pdf>