



Student Handbook

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Welcome

AGA is a Registered Training Organisation (RTO) that delivers nationally recognised Vocational Education and Training (VET) across a wide variety of sectors and Qualifications.

AGA is responsible for complying with the requirements of the VET Quality Framework when delivering Australian Qualification Framework (AQF) courses to students.

AGA is regulated by the Australian Skills Quality Authority (ASQA).

Apprenticeships and Traineeships are regulated by the Victorian Registrations and Qualifications Authority (VRQA).

To ensure all products and services are engaging, to a high standard, compliant, and aligned to the relevant sectors, AGA has developed comprehensive internal policies, procedures and systems that guide day-to-day and strategic operations.

AGA has the responsibility to issue Australian Qualification Framework (AQF) certification documents in line with contractual obligations.

All VET programs are supported by high quality learning materials, and students can contact their Trainer and Assessor, or any of the RTO staff if they encounter difficulties.

Qualifications

AGA offers a range of Certificate II to Certificate IV qualifications, from National Training Packages and accredited courses in the following areas:

- Building and Construction, Plumbing and Electrotechnology
- Community Services and Education Support
- Information Technology
- Business

Locations

AGA operates a network of training facilities throughout Metropolitan and regional Victoria. Our training services are built around flexible delivery to meet the needs of employers and students. The Training and Assessment team are experts in their field, with many highly qualified trades people with extensive, recent industry experience and training qualifications.

Our Victorian training facilities are located at the following locations:

- Bairnsdale
- Deer Park
- Korumburra
- Warragul

Please note that not all trades are available at each facility.

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

Scheduled Class Times

Class times will differ based on the type, format and mode of training.

AGA will communicate scheduled class times to students, schools and employers (as applicable) in advance of the class.

Contact Information

AGA training staff

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

RTO Training Manager

Teresa Densley Phone: 0400 067 730
Email: teresa.densley@aga.com.au

Student Administration

For any enquiries prior to enrolment contact rtoadmin@aga.com.au
Once you have commenced training contact us via adminhelp@aga.com.au

VET Delivered to Secondary Students

Melbourne & Peninsula Schools
Melissa Vella Phone: 0491 983 839
Email: Melissa.Vella@aga.com.au

Gippsland & South East Melbourne Schools
Kylie O'Donnell Phone: 0461 488 834
Email: Kylie.O'Donnell@aga.com.au

Training delivery formats

Face-to-Face/ Classroom-based Apprenticeship (Trade School)

Students undertaking apprenticeships and school-based apprenticeships will attend face-to-face training sessions at an AGA campus 1 day per week during Victorian school terms, while being employed full time or part time.

Training delivery and assessment will take place in the classroom and in the relevant technical workshops/ simulated workplace settings. Units of competency that require demonstration in the workplace will be identified on the students Training Plan within the assessment methods and employer confirmation will be required.

In addition to face-to-face training, students may also undertake self-paced learning activities in their own time. Students will be able to access learning materials and resources on the AGA Learning Management System.

Student support is provided via phone and email on non-training days. Trainers and assessors are available to students Monday to Friday within office hours, and outside of working hours by prior arrangement, to ensure that students receive the training and support they require to successfully complete their course.

There will be no training during Victorian school holidays and during an end of year Christmas break (the dates of which will be communicated to students at the time of enrolment).

Face-to-Face/ Classroom-based Pre-apprenticeship

Students undertaking pre-apprenticeships will attend face-to-face training sessions at an AGA campus 3 to 4 days per week (depending on the course).

Training delivery and assessment will take place in the classroom and in the relevant technical workshops/ simulated workplace settings.

In addition to face-to-face training, students must also allocate at least 1 day per week for self-paced learning activities. Students will be able to access learning materials and resources on the AGA Learning Management System.

Student support is provided via phone and email on non-training days. Trainers and assessors are available to students Monday to Friday within office hours, and outside of working hours by prior arrangement, to ensure that students receive the training and support they require to successfully complete their course.

VET Delivered to School Students (VDSS)

VDSS students will attend face-to-face training sessions at an AGA RTO campus or at approved Secondary School locations 1 day per week. Class times vary across locations and these will be communicated to students and schools prior to course commencement.

Training delivery and assessment will take place in the classroom and in the relevant technical workshops/ simulated workplace settings.

In addition to face-to-face training, students will also undertake self-paced learning activities in their own time. Students will be able to access learning materials and resources on the AGA Learning Management System.

Student support is provided through the Learning Management system, and additional training and support can be arranged by prior arrangement with a student's school contact and the AGA VDSS training team.

School Based Apprenticeships and Traineeships (SBAT)

Students undertaking SBATs will attend training sessions at an AGA campus for 1 day of training per week and undertake 7 hours (minimum) of paid employment per week for the duration of their program.

Training and assessment will take place in the classroom and/or technical workshop or simulated work environment. Units of Competency that require demonstration in the workplace will be identified on the students' Training Plan within the assessment methods and employer confirmation will be required.

In addition to face-to-face training, students will also undertake self-paced learning activities in their own time. Students will be able to access learning materials and resources on the AGA Learning Management System.

Student support is provided via phone and email on non-training days. Trainers and assessors are available to students Monday to Friday within office hours, and outside of working hours by prior arrangement, to ensure that students receive the training and support they require to successfully complete their course.

Block Release- Traineeship

Students undertaking block release traineeships attend face-to-face classroom-based training during 4 blocks of 2-3 weeks duration per year. The trainer/assessor visit students in their workplaces a minimum of once per term for practical assessment of skills that must be assessed in the workplace.

Training and assessment will take place in the classroom. Units of Competency that require demonstration in the workplace will be identified on the students' Training Plan within the assessment methods and employer confirmation will be required. Students will be able to access learning materials and resources on the AGA Learning Management System.

In between training blocks employers support their trainees in completing training tasks by providing the student weekly structured workplace release to complete training and assessment and allocating work time to be spent on duties specific to the unit being studied.

Student support is provided via phone and email in between training blocks. Trainers and assessors are available to students Monday to Friday within office hours, and outside of working hours by prior arrangement, to ensure that students receive the training and support they require to successfully complete their course.

Workplace delivery

Under this delivery mode training is delivered in the students' workplace. Trainers will visit students in their workplaces every 4-6 weeks for 2-4 hours and provide phone and email support between the visits. Each workplace visit will include a combination of training delivery and observation/ assessment.

Employers are required to support their students undertaking courses through an apprenticeship or traineeship by allocating structured study release of 3 hours per week from their routine work duties (pro rata for part time apprentices/trainees, with a minimum of one hour), averaged over a four-week cycle, to undertake structured training.

Students who are not apprentices or trainees will be advised of the number of hours they will be expected to spend doing workplace activities and tasks related to their units of study, both supervised and independently.

Students can access their learning and assessment resources via the AGA Learning Management System. In the AGA Learning Management System, students can share ideas and experiences with their peers, get real-time support from their trainers and track their progress along the way.

Student support is provided via phone, Zoom/ Teams, and email on a regular basis, as well as during workplace visits by trainers and assessors. Trainers and assessors are available to students Monday to Friday within office hours, and outside of working hours by prior arrangement, to ensure that students receive the training and support they require to successfully complete their course.

Online Flexible Delivery

In this mode of delivery, training and assessment are provided to students via online training and assessment content on the AGA Learning Management System, as well as Zoom/ Teams meetings with the trainer/ assessor.

Access to training and assessment content is conditional on enrolment requirements (such as fee payments schedules) being met.

For courses that contain a practical placement requirement, the student must secure practical placement for the required number of hours in a workplace setting as specified by the training package. If required, AGA RTO can assist and support students to gain their work placement.

Assessors will visit the student whilst on placement to observe practical tasks and ensure the student is competent in using acquired knowledge in industry environments. If the student requires any additional training at that time, it will be provided by the trainer.

Units of Competency that require demonstration in the workplace will be identified on the students' Training Plan within the assessment methods and employer confirmation will be required.

Student support is provided via phone, Zoom/ Teams, and email on a regular basis. Trainers and assessors are available to students Monday to Friday within office hours, and outside of working hours by prior arrangement, to ensure that students receive the training and support they require to successfully complete their course.

If an online flexible delivery course includes a first aid unit of competency, that individual unit will be delivered in person at an AGA training center. First Aid in some instances is delivered through an approved RTO partnership, and this will be communicated to students within the enrolment process.

Work Placement

- Work Placements are applicable to Qualifications or Unit of Competency that specify it as per training.gov.
- AGA trainers/ and assessors use AGA's industry networks to assist students in finding work placement. Consideration is given to the proximity to the students' place of residency and the ease of travel/ transport.
- All Work Placement venues are reviewed for their suitability including facilities, equipment and types of work performed, appropriate supervision, WHS and Assessor accessibility.
- Students may find their own work placement, and AGA will assess to ensure the venue's suitability.

- Students who are already employed may complete their work placement with the same employer.
- All host employers and students and the RTO must read and sign a Practical Placement Agreement which clearly outlines roles and responsibilities of all parties, prior to starting the placement – this includes those completing practical placement within their employment arrangements.
- All students completing a Work Placement must:
 - attend an induction with the host employer and AGA,
 - complete all the required work placement training and job role tasks and record in their logbook, and
 - attend the work placement on the agreed days and agreed hours.

The Victorian Student Number (VSN)

The Victorian Student Number (VSN) is a unique student identifier for all Victorian students in school or vocational training from preparatory school to age 24.

Students must provide their VSN when they are under 25 years of age, studying in a Victorian school or participating in vocational training.

The RTO is required to collect this information during enrolment and may share it with the State VSN team if required. This process ensures that each student is always allocated the same VSN over time, regardless of the education or training provider attended by the student.

For further information about the VSN, visit the Victorian Education website at <https://www.vcaa.vic.edu.au/administration/schooladministration/student-numbers/Pages/Index.aspx>

Unique Student Identifier (USI)

A USI is your individual education number for life. It also gives you an online record of your vocational education and training (VET) undertaken in Australia. The USI is a reference number made up of ten numbers and letters. It's free, easy to create, and is a consistent number applied to training throughout a student's lifetime.

All students must provide their USI to AGA prior to any accredited training being delivered.

You'll need a USI if you are:

- a student studying nationally recognised Vocational Education and Training (VET)
- seeking a VET student loan
- a higher education student seeking a HELP loan or Commonwealth Supported Place
- a higher education student graduating.

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

A USI is your lifelong education number -you only need to create it once. To find out more about getting a USI, visit <https://www.usi.gov.au/students/get-a-usi>

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.

If you have undertaken any vocational education and training (VET) since 2015, you may already have a USI. Find your USI at this link: <https://www.usi.gov.au/students/find-your-usi>

Enrolment

For students enrolling in a pre-apprenticeship program, a traineeship, an apprenticeship or online flexible delivery course, the first step is a pre-enrolment conversation to discuss course requirements, individual suitability for the program, funding eligibility and fees.

An enrolment form will be shared, and once it has been completed, a pre-training review will be conducted. The pre-training review includes an LLND (Language, Literacy, Numeracy and Digital Literacy) assessment. It also identifies if students are eligible for Recognition of Prior Learning (RPL) or Credit Transfers so that students can be advised on additional documents that must be submitted to complete their enrolment.

Students under the age of 18 will require signatures from a parent or guardian to complete their enrolment. Students under 17 may require a letter of exemption from school attendance, based on the details of their course. Please refer to the section 'Eligibility Requirements (Skills First Funding – Victoria), subsection "Students Under 17 years of age" of this handbook for more information.

After the enrolment has been confirmed, students will then be provided with their 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 monitoring and scheduled visits.

All enrolments for students studying at AGA through a VET Delivered in Secondary Schools (VDSS) program are coordinated through the schools, and questions regarding enrolments can be answered through the student's school VET Coordinator.

If there are any questions in relation to the enrolment process, please contact one of our Student Administration staff for assistance.

Pre-Training Review

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

For all apprentices, trainees and pre-apprenticeship students this is explained in detail during the pre-enrolment phone call.

Students will be asked a variety of questions for AGA to understand the suitability of their selected program for meeting their goals, such as:

- 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, language, literacy and numeracy skills, and digital capability;
- whether the proposed learning strategies and materials are appropriate for the student, or whether any steps need to be taken to help them overcome any barriers.

If the pre-training review finds that accredited training is not suitable for the student, AGA will consider whether a pathway program would be a good first step. This could include pre-accredited training in a supported environment.

If the training is suitable, but the student requires additional support, AGA will provide support options in line with regulatory standards. For example, modifying training materials or methods, or offering additional foundation skills subjects.

Students will be informed of any third-party arrangements for the delivery of training and assessment services.

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

As part of the Pre-Training Review, students are required to undertake a Language, Literacy, Numeracy, and Digital Literacy (LLND) Assessment. The student will be asked for information on their digital literacy skills in the enrolment form, and they will additionally be emailed a link to 'LLN Robot', an online evaluation form for language, literacy and numeracy.

The LLND evaluation will assess the student's working level across the five core skills (learning, reading, writing, oral communication, and numeracy) within the Australian Core Skills Framework (ASCF) and across levels 1 and 2 of the Digital Literacy Skills Framework. This will assist the training and assessment team to understand the areas in which students may need support.

Reasonable Adjustment

A reasonable adjustment is a process of making modifications to the learning environment, training delivery, or assessment to help students with disability take part in

VET courses and programs on the same level as a student without disability. AGA RTO will implement reasonable adjustments for VET students with disabilities or specific learning needs to enable full participation in training and assessment. This will be done in consultation with the LLN Support Team and the trainer. Adjustments will be documented in the student's Individual Learning Plan (ILP), which will be monitored and reviewed as agreed upon.

Examples of adjustments include:

- different ways to access information –for example, adaptive or assistive technology, multimedia, braille or illustrated text
- using assistive technology like voice recognition software, screen readers and adjustable desks
- changing class schedules or locations
- offering different assessment options – for example, oral assessments instead of written, or multiple-choice questions
- extra time to finish class work or projects
- modified training and assessment activities

Adjustments can be made to meet the needs and characteristics of the students being assessed and after taking into account any equity requirements while meeting the unit assessment requirements.

VET students are encouraged and supported to disclose their disability in the pre-training review, or at any other opportune time, if they wish to do so.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is formal recognition of existing skills and knowledge that are relevant to the qualification or units of competency a student is enrolling in. A student may have obtained the relevant skills and knowledge through other forms of formal training, workplace experience, or life experience. These are mapped against the requirements of units of competency to establish equivalence so that the student does not have to repeat all or part of the training and assessment for those units.

Students wishing to apply for RPL for any of the competencies in a training program will need to provide evidence to demonstrate knowledge of 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 assessed by a qualified assessor to ensure validity and currency before competency is recognised.

There is no cost for applying for RPL.

Credit Transfer

Credit transfer is recognition that a student has previously completed a unit of competency in the course that they are applying for. When credit is recognised, the student does not need to repeat training or assessment for that unit of competency.

To receive a credit transfer for a unit of competency, a student must provide formal evidence that they have previously completed the unit or a unit which matches it in content and outcome. Formal evidence can be a qualification certificate or transcript, statement of attainment or the student's USI transcript.

Credit transfers are limited to those units of competency that are a part of the qualification the student has enrolled in and have not been replaced by a new version. If a unit of competency held by the student is not the version required by the qualification, the credit transfer process does not apply. In such situations, Recognition of Prior Learning may be appropriate.

Any student who has completed accredited training after 2015 will have a Unique Student Identifier (USI) number and access to the training records associated with their USI. A USI Transcript will need to be provided by the student, or the student will need to grant AGA access to their USI transcript as part of the Credit Transfer process.

Statements of Attainment are accepted if training was completed prior to 2015 and can be validated/ confirmed by RTO that delivered training.

There is no cost for applying for a Credit Transfer.

Fees, Charges and Refunds

Fees for Apprentices and Trainees

For students undertaking an **apprenticeship or traineeship**, fees are structured and invoiced in accordance with the **AGA Apprentices & Trainees – Fees & Instalment Guide 2026**.

AGA charges two categories of fees:

- **Tuition Fees** – compulsory fees for the delivery of training and assessment, calculated based on the nominal hours of the qualification.
- **Non-Tuition Fees** – which may include Learning Management System (LMS) access, student administration and support services, enrolment processing, curriculum materials, and practical assessment resources.

Responsibility for Payment of Fees

During the pre-enrolment process, AGA will confirm whether fees are to be paid by:

- the student/apprentice/trainee (default position); or
- the employer, where valid **Authority to Invoice** has been provided.

The agreed fee responsibility will be documented prior to enrolment, and invoices will be issued in accordance with this agreement.

Payment Timing and Instalments for Apprentices and Trainees

Fees for apprentices and trainees are payable at enrolment and then through a scheduled instalment arrangement, depending on the mode of delivery and program type:

- **Apprentices – Classroom-Based (Trade School):**
Enrolment payment plus up to seven (7) instalments across the training term.
- **Apprentices – Workplace-Based Delivery:**
Enrolment payment plus up to three (3) instalments.
- **Trainees:**
Enrolment payment plus up to two (2) instalments.

Detailed instalment amounts and schedules vary by qualification and are outlined in the AGA Apprentices & Trainees – Fees & Instalment Guide, which is provided prior to enrolment.

Direct Debit Service Agreement

Apprentices and trainees where invoices are being made directly to the student for payment of their tuition and non-tuition fees are required to enter into a **Direct Debit Service Agreement** as part of their enrolment process.

The **Direct Debit Service Agreement** does not add any additional fees or charges, it just allows for timely processing of required payments.

This will be discussed with you as part of your pre-enrolment phone call and required forms shared with you to be completed and returned **prior to commencement of training**.

Students are required to maintain payments in line with the agreed schedule. Failure to meet payment obligations may result in:

- suspension of training access;
- withholding of assessment results; or
- cancellation of enrolment,

in accordance with **AGA's Fees, Charges and Refund Policy**.

A copy of the latest AGA Indicative Fees and Charges for all courses is available in the [Student Resources section](#) of the AGA website.

Concessions

Eligible concession-card holders may receive a reduction in **tuition fees only**.

Non-tuition fees remain payable in full.

Concessions apply only to fees **not yet invoiced**. Evidence of concession eligibility must be provided **prior to invoicing** for the concession to be applied.

Students will receive a Statement of Fees (if applicable) prior to enrolment. Students enrolled in a Skills First funded program will receive all relevant fees related information as prescribed in the Skills First Program guidelines. For more information on the Skills First eligibility criteria please visit <https://www.skills.vic.gov.au/s/>. An individual's eligibility for government subsidised training will be assessed at the time of enrolment.

Students who are studying a VDSS program with us will pay any applicable fees directly to their school.

Students who are studying an online flexible delivery course, short course or pre-employment program will receive information about fees and charges prior to the course and be invoiced prior to commencement of the course.

Refunds for apprentices and trainees are managed in accordance with AGA's **Fees, Charges and Refund Policy**. Additional information relevant to apprentices and trainees is outlined in the AGA Apprentices & Trainees – **Fees & Instalment Guide**.

Withdrawals

For all withdrawal requests, students should contact their trainer or Student Administration staff at rtoadmin@aga.com.au.

Certification

AGA will provide digital certificates to students who successfully complete the qualification and digital Statements of Attainment to students who partially complete the qualification.

AGA will provide, at no additional cost, a formal Statement of Attainment on withdrawal, cancellation or transfer prior to completing the qualification, provided the student has paid in full for the tuition related to the units of competency to be shown on the Statement of Attainment.

Eligibility Requirements (Skills First Funding - Victoria)

To determine eligibility of an individual (student) for government subsidised training, an AGA representative will, in conjunction with the student, complete a 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 (2):

- 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:

- i. transitioning from a superseded program to the current version of the same program; or
- ii. recommencing training in the same program (at either the same or a different provider); or
- iii. 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
- iv. 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.

Additional eligibility requirements for Apprentices and Trainees

If an individual is an Apprentice or Trainee, to be eligible for Skills First subsidised training they must be:

- i. employed in Victoria in either a full time or part time capacity under an award or registered agreement
- ii. undertaking an Approved Training Scheme; and
- iii. a signatory to a Training Contract with their employer that is registered with the VRQA.

Students under 17 years of age

All children and young people in Victoria aged 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.

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

AGA RTO must sight and retain evidence of the exemption from school attendance. If a student under 17 years of age, who has been granted an exemption from school attendance to undertake a specific program with AGA RTO, stops attending that program or completes that program, and is at that time still under 17 years of age, AGA RTO is obliged to notify:

- the relevant Regional Office of the Department of Education
- the student's previous Victorian school that they are no longer attending training (where applicable)

Students under 17 years of age 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; or
- b. Have a Year 12 or 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.

AGA RTO Code of Conduct

AGA RTO's Code of Conduct applies to all students studying with AGA. All students attending training on campus 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 Code of Conduct, both of which are to be signed by the student.

Restricted Areas

Administration areas are restricted to staff only and will be marked as such.

Classrooms, Student Break Areas and Amenities

Everyone is responsible for the upkeep of facilities. Students are required to tidy up after themselves and always follow all reasonable instructions from AGA staff. No food or drinks are to be consumed in training areas/classrooms (water is permitted), and no energy drinks are to be consumed on campus.

Classroom access is restricted to training times and will be under the supervision of a trainer. Workshop areas must only be entered under trainer supervision. Classrooms located within the workshop can only be accessed with a trainer present. No student bags are permitted in the workshop. The Deer Park training site has onsite lockers that can be used by students.

Equipment

Students must use equipment only after safety training and approval from trainers.

The facilities and equipment are to be used for the purpose they are designed for.

No willful damage to facilities or equipment will be tolerated, and this may result in student suspension or withdrawal from the course.

Attendance and Course Progression - Online and on Campus

Attendance at scheduled training courses is compulsory unless special arrangements are made in collaboration with the student's employer and/or the AGA Training Team. Attendance will be taken at the beginning of each class, and any lateness will be reported to the employer/school (for apprentices/ trainees/ VDSS students). Consistent lateness and lack of attendance may result in withdrawal from the course.

Any apprentice/ trainee/ VDSS student who leaves early without permission/consultation with their trainer will have their employer/school notified. Students are required to keep up to date with their assessments in line with their training plan. Students are expected to complete additional homework in their own time if required.

Students who do not stay up-to-date, or do not complete the required assessments

may be withdrawn from the program. For apprentices and trainees this step will be taken in consultation with the School / Australian Apprenticeship Support Network and their employer.

If a student is absent due to illness or other valid reasons, they can request access to missed units by contacting their trainer. Access to units during absences is typically granted within a reasonable timeframe.

AGA ensures support is also provided for students who are at risk (or potentially at risk) of not making adequate progress with their training as per the RTO Training and Assessment Policy and related procedure.

AGA Trainers have a responsibility to identify and address student support needs, ensuring a safe and supportive learning environment, and complying with relevant regulations like Child Safe Standards. This encompasses monitoring student progress, providing access to educational and support services, and fostering a non-discriminatory and harassment-free environment.

Special Consideration is available for a student during the terms where they have been affected by illness or other unexpected circumstance, which has affected their capacity to undertake, prepare for, or complete any component of an assessment.

Cancellations of Classes

In the event of class cancellations, students will be notified in advance through appropriate channels. Make-up sessions may be scheduled to ensure students do not miss essential content.

Student Equipment and Personal Protective Equipment

Students are required to adhere to the following every week:

- Bring own laptop or tablet device to class - any student who fails to bring their own computer device to class can borrow a laptop from the administration office or must complete their work on paper and transfer work into the Learning Portal in their own time.

- Bring writing paper and a pen to class.

Students undertaking trades courses must adhere to the following work wear and safety requirements

- Provide own appropriate work wear to be worn when on campus, including:
 - Steel capped safety boots (students without safety boots will not be able to enter trades workshops)
 - long or short sleeved work shirt - High Vis
 - work pants (khaki for carpentry, black or blue for other trades)
- Ensure long hair is tied back
- Avoid jewelry such as rings or necklaces
- Avoid hoodies, track pants and runners (which are not permitted on campus for safety reasons)

Other Personal Protective Equipment (PPE) such as safety goggles, ear and hand

protection, etc. will be provided as required by the AGA training team and left on site each day.

Mobile Phones

Mobile phones are not permitted in class and must be silent and left in bags. Earbuds or any other electronic devices are not to be used in any training area.

Safety on the Campus

All students must make every effort to avoid any situation that endangers them or any other person in the workplace.

AGA has a ZERO tolerance for horseplay/rough play and physical violence. Students who breach this policy will face disciplinary action and may result in being withdrawn from their course.

Equipment and tools must only be used under the direct instruction and supervision of a trainer. All safety checks and training must occur prior to use. Any student found to be misusing equipment, or tools will face disciplinary action and may be withdrawn from their course. All power equipment and tools must be inspected for damage before turning on power. Damage is to be reported to the trainer immediately.

Stealing or vandalism will not be tolerated.

Respectful and Inclusive Behaviour

AGA is committed to keeping all students safe and included and has no tolerance for hate-motivated behaviour or extremism of any kind.

Students must treat others with respect, avoid hateful or threatening behaviour, and not use or display prohibited symbols.

If you ever feel unsafe or see something concerning, please speak to your trainer or any AGA staff member—we are here to support you.

Bullying and Harassment

Workplace bullying is repeated and unreasonable behaviour directed towards a person, or group of people, that creates a risk to health and safety. Harassment involves unwelcome behaviour that intimidates, offends or humiliates someone because of a particular personal characteristic, such as age, race, or gender. Unlike bullying, harassment does not have to be repeated. It is acknowledged that harassment and bullying are a risk to the physical and mental health of our employees and other people.

Harassment and bullying may include, but are not limited to, behaviour such as threats; verbal abuse and offensive language; physical violence and abuse; sexual harassment or unwelcome sexual advances; exposure to offensive material; being given meaningless or impossible tasks to do; excluding or isolating employees including withholding information needed for effective work performance; intimidation

and being humiliated by such actions as hurtful teasing, jokes, or practical jokes.

AGA will not tolerate any form of bullying or harassment to any staff member or students. If you are a victim of bullying or harassment, notify your trainer immediately. Students found guilty of bullying and harassment will be suspended or withdrawn from their training program.

All written complaints will be investigated as per the AGA Complaints and Appeals Policy, which is available in the [Student Resources section](#) of the AGA website.

Cheating and Plagiarism

Cheating is an attempt to benefit from another person's work to achieve an outcome, for which the student has not produced the required work.

Plagiarism is taking another person's work/idea and representing it as the student'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 Artificial Intelligence software such as ChatGPT, 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.

Students who are suspected of cheating or colluding will be asked informally to discuss the issue with their Trainer and then may be asked to re-sit their assessment.

Students are encouraged to use electronic research and search engines in completing their studies. Sites such as ChatGPT can be a useful research tool; however, students found to be using this technology will also be required to demonstrate their understanding.

Smoking, Vaping, Alcohol and Drugs

AGA premises are 'Smoke Free' environments. Students are required to refrain from smoking and/or vaping on site.

The consumption of alcohol or the use of illicit drugs on site will not be tolerated and will result in the student being withdrawn from their course.

Students who arrive at AGA sites under the effects of alcohol or drugs will be excluded from class for the day. Schools and parents will be notified if students are under 18 or enrolled in a VDSS program.

As a matter of course, trainers will advise all students, apprentices, and trainees to be aware of the expectations around their behaviour whilst attending training at AGA's training facilities.

Access and Equity

AGA will meet the needs of individuals and employers through the AGA integration of access and equity guidelines into all aspects of AGA business. AGA will ensure that Access and Equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination. AGA will abide by all relevant legislation regarding Equal Opportunity and Anti-Discrimination.

Training Plans

Training Plans are developed by AGA, together with all parties in the Training Agreement, including the student/apprentice/trainee, the trainer, and the employer (where applicable) or school (where applicable), during the enrolment process. They may also reflect any adjustments required to the students' training based on the outcomes of the Pre-Training Review.

AGA will ensure training plans include any needs identified at the Pre-Training Review, and are consistent with the Training and Assessment Strategy and the qualification/s or competencies to be attained and customised (as required) for the needs of the student

The Training Plan document acts as a guide for the student, outlining the following items:

- The units of competency to be achieved - both core and electives units.
- Mode of delivery.
- Sequence for delivery and assessment of each unit of competency and expected timeframes.
- Assessment details and arrangements, and the types of assessments to be conducted.
- Any other specific requirements to be met in accordance with the Training Agreement and Training Package.
- Units of competency that require Employer confirmation as indicated by the assessment method.
- NOTE: Units of competency that are assessed through performance in the workplace will not require employer confirmation as outlined within the Traineeship and Apprenticeship guidelines 2026.

AGA ensures training plans for trainees and apprentices are developed and signed **before** training commences. The Training Plan is signed and dated by:

- The student or apprentice/trainee
- The employer (if applicable)
- The school (if applicable)
- The RTO (AGA)

AGA ensures the workplace is involved in the development and maintenance of the training plan and are provided with a copy

For School Based Apprentices/Trainees, the Training Plan must also be signed by an

authorised representative of the school. Training Plans are to be completed and signed within 4 weeks of the commencement of the training.

AGA monitors and updates training plans to ensure they clearly reflect any changes to the plan for a student's training and assessment delivery.

At the commencement of each new calendar year of training, AGA may issue updated Training Plans that require approval to ensure currency of the training plan and any updates in relation to progress and completion.

Any questions about training plans should be directed to the relevant trainer and assessor in the first instance, or by emailing rtoadmin@aga.com.au

Students and employers can request an up-to-date training plan at any stage via the Document Request Form in the [Student Resources section](#) of the AGA website.

Changes to Personal Details

If students change their contact details such as address, phone number or email address, or there is a change of employer, they must email rtoadmin@aga.com.au immediately to have their details updated on AGA's records.

Students will be asked to complete an Enrolment Adjustment – Change of Personal Details form. AGA RTO Student Administration will update the details so that records can remain up to date at all times. If a student's employer has changed, a new training plan will be negotiated and signed by the new employer. Trainers will assist students with this process.

Access to Records

- Students may access their own personal records or request amendments to the records by submitting a written request to rtoadmin@aga.com.au.
- Only authorised personnel within AGA may access student records. Trainers and assessors only have access to records for students for whom they are responsible for, for the purpose of either training and/or conducting assessments, they cannot access any other student records.

Personal Information and Retention of Records

AGA prioritises the protection of students' privacy in accordance with our legislative and regulatory responsibilities. All personal information about students will be stored in secure online and offline storage facilities.

Any personal information about a student which is no longer required by AGA will be destroyed securely.

Personal information about students studying with AGA will be shared when requested, with regulatory and government bodies as per AGA's regulatory responsibilities.

For more information about how AGA will store, disclose and manage students' personal information, please refer to RTO Privacy and Personal Information Policy available in the [Student Resources section](#) of the AGA website.

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.
- Attending 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/trainees/employees.
- Complete all forms and provide relevant information to the RTO as requested.
- Acknowledge that AGA shall monitor and report student attendance and progress to their employer where required.

It is the responsibility of the RTO to:

- Conduct a pre-training review and 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) or school (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.
- At induction, provide students with further information on their responsibilities under the Training Plan, as well as information about our commitment to the student
- Provide all learning materials and workbooks for each student/trainee.
- Offer training for each unit of competency where required under the current qualification.
- Ensure that all off-the-job training and assessment are undertaken by appropriately qualified staff in accordance with the requirements of the Training Plan.
- Have an occupational health and safety policy in place 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, that those units assessed as competent in the training center or during workplace-based training can be performed to industry standards in the workplace

It is the responsibility of the employer to:

- Take all reasonable steps to ensure that the apprentice/trainee will be instructed in workplace skills and knowledge (training) and that assessment be conducted in accordance with the Training Plan if training is to be delivered in the workplace.
- Ensure that the apprentice/trainee receives the necessary supervision by a suitably qualified person if training is to be delivered 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 confirm that those units assessed as competent in the training center or during workplace-based training, can be performed to industry standards in the workplace.
- Complete and return to the RTO for the Employer Notification of Completion.
- Have an Occupational Health and Safety (OHS) policy in place and advise the apprentice/trainee of their obligations under the policy.

Assessment

AGA RTO's training and assessment strategies include a range of assessment tools to determine a student's competency in the units of competency for any accredited course.

AGA ensures its assessment tools:

- Meet the requirements of units of competency (performance and knowledge evidence, assessment conditions, foundation or employability skills) and of any course where nationally endorsed units of competency are used
- Are reviewed regularly with input from trainers, assessors, subject matter experts and industry experts
- Comply with legislative and regulatory requirements
- Utilise technology and online learning where appropriate
- Follow the Principles of Assessment and Rules of Evidence

Principles of Assessment

AGA RTO 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. AGA will ensure that all assessment methods and practices allow for diversity regarding 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.

Rules of Evidence

AGA RTO ensures that all assessment judgements will be based on evidence that is valid, sufficient, authentic, and current.

- **Valid** – Assessment evidence shows that the student has the skills and knowledge as described in the unit of competency being assessed.
- **Sufficient** – The assessor is assured that the quality and relevance of assessment evidence is sufficient to make a judgement of the student's competence.
- **Authentic** – The evidence being assessed is the student's own work.
- **Current** – The evidence being assessed has been produced in the present or the very recent past and demonstrates the student's current competency.

Trainer and Assessor Qualifications

The requirements of trainers and assessors are set by the Standards for Registered Training Organisations (RTOs) 2025, which is the national regulatory framework that RTOs comply with.

As per these standards, AGA ensures that the RTO's training and assessment is only delivered by trainers and assessors who have:

- the vocational competencies at least to the level being delivered and assessed (e.g. they have the same qualifications that they are teaching students)
- current industry skills directly relevant to the training and assessment being provided, and
- current knowledge and skills in vocational training and learning that informs their training and assessment (i.e. they have the competency required to be a trainer and/or assessor), including:
 - Certificate IV in Training and Assessment TAE40122 (or its successor), or
 - TAE40116 Certificate IV in Training and Assessment, or
 - TAE40110 Certificate IV in Training and Assessment (with two additional units of competency addressing LLN and assessment design and development), or
 - a diploma or higher-level qualification in adult education, or
 - A secondary teaching qualification and one of the following

credentials:

- TAESS00011 Assessor Skill Set, or
- TAESS00019 Assessor Skill Set or its successor, or
- TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor.

Assessment resources

AGA uses compliant and validated assessment tools are resources and instruments to guide the collection of evidence of competence, including context and conditions of assessment, assessment tasks, evidence to be gathered, benchmarks, observation checklists, and assessor instructions and assessment decision-making rules.

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:

- Assessment procedures are fully explained to students. Throughout all training, students are regularly reminded of the ongoing availability of assessment.
- Opportunities for Recognition of Prior Learning and Credit Transfer are also discussed, and available for flexible methods of assessment. The appeals and reassessment process are also outlined.
- The assessment requirements of the unit(s) of competency/module(s) are outlined, and any arrangements for the workplace/training environment are arranged.
- As assessments are undertaken, AGA RTO trainers/assessors record individual student assessment results. Sample copies of the assessment instrument are kept by the trainer/assessor.
- Post-assessment guidance is always available to students.
- A fair and impartial appeals process is always available.
- Evaluation of assessment processes and procedures is gathered on an ongoing (informal) basis.
- Some of the evidence gathering methods (assessment methods) commonly used by AGA RTO include:
 - demonstration and observation
 - written or verbal questioning
 - workplace performance
 - role-play
 - case studies
 - simulation
 - oral presentation
 - graphic presentation
 - projects/assignments
 - audio/visual display
 - written tests
 - skills portfolio

Assessment Submission

- AGA includes an authentication process into all assessment processes, including declaration of authenticity by students for all submitted written and project work.
- All assessments are to be submitted through the LMS as per the unit instructions
- AGA uses the following system when assessing students:
 - On completion of each individual assessment task, the 'task' will be deemed either:
 - Satisfactorily completed - S
 - Unsatisfactorily completed – NS
 - Final assessment of competence will be recorded as:
 - C – Competent, or
 - NYC – Not Yet Competent
- When students have satisfactorily completed all assessment criteria of all tasks in the unit of competency, their overall unit outcome will be recorded as Competent (C)
- For all apprentices, AGA seeks employer confirmation in writing (including email) of the apprentice's competence in the workplace for those units of competency for which the apprentice has been deemed competent by AGA, to ensure the consistent application of knowledge and skill to the standard of performance required in the workplace.
- For trainees, AGA seeks employer confirmation in writing (including email) of the trainee's competence in the workplace at the end of the course, to ensure the consistent application of knowledge and skill to the standard of performance required in the workplace.
- If an assessor is not satisfied with a student's performance in the knowledge or practical assessment tasks, they will provide feedback to the student and indicate which aspect/s are not satisfactory. The student will have an opportunity to repeat these aspect/s
- However, if they are still unable to satisfactorily demonstrate knowledge or performance in all required criteria, their work will be deemed unsatisfactory, and the overall unit outcome will be recorded as Not Yet Competent (NYC)
- If a student is unable to demonstrate competency in the assessment for a unit of competency, they will get two more attempts at completing the assessment and gaining a Competent (C) outcome. If, on the third attempt, competency has not been achieved, the student will be deemed Not Yet Competent (NYC) and will be required to undergo additional training. Only after completion of this additional training will the student be re-assessed.

- Students will be informed of the final assessment decision for a unit of competency, no more than 14 days after assessments are submitted (except for CHC30221 Certificate III in School Based Education Support), unless otherwise agreed.
- If a student is not satisfied with the assessment decision, they can access AGA RTO's appeals process using the Assessment Appeals Form. Refer to RTO Complaints and Appeals Policy and Procedure.
- If a student has received a credit transfer for a unit of competency, their assessment outcome for that unit of competency will be recorded as CT (not as Competent/ C) on the Record of Results.

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. AGA RTO's Privacy and Information Policy is available in the [Student Resources section](#) of the AGA website.

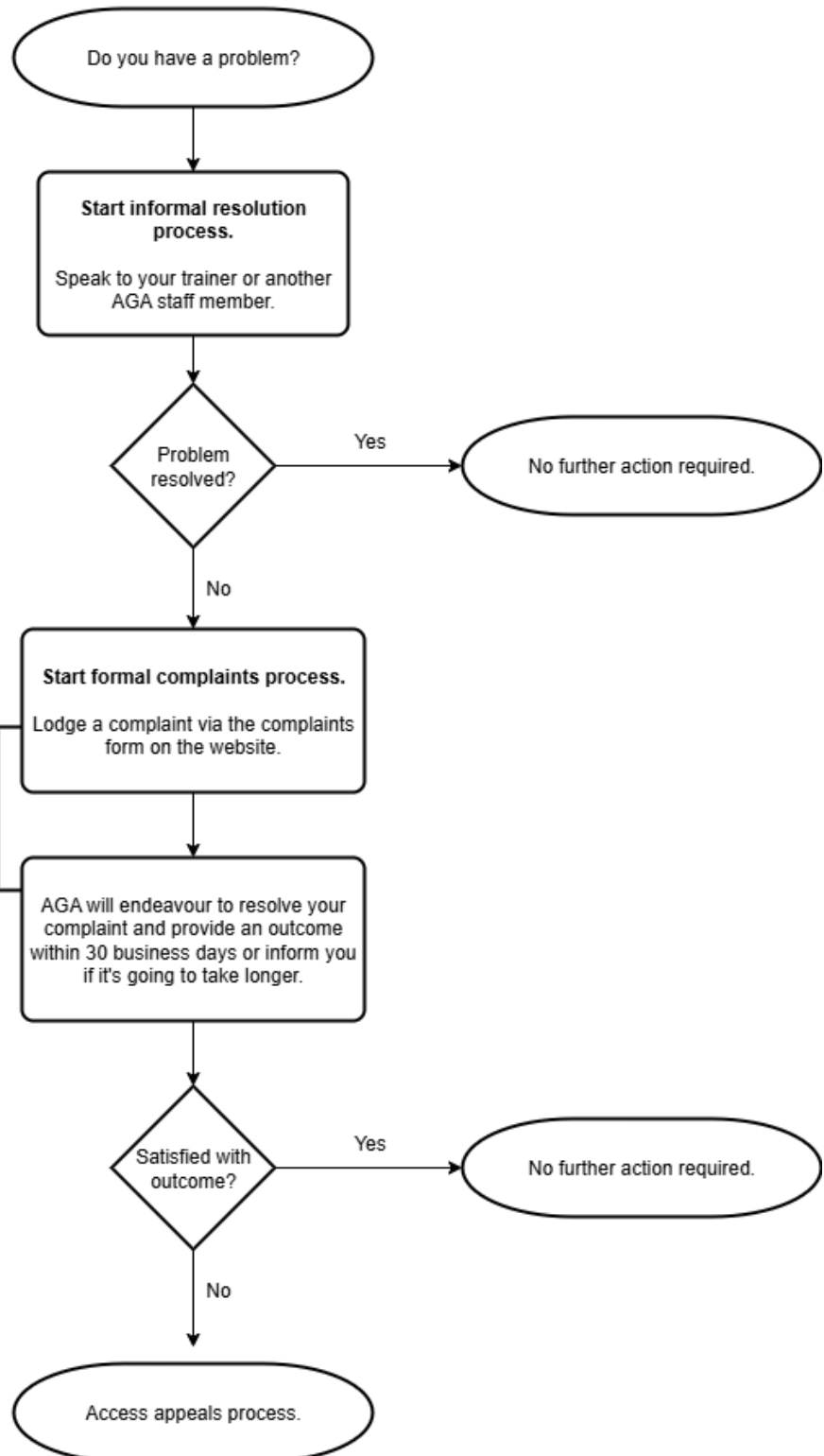
Complaints and Appeals Process

A complaints, 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 want to discuss or request a review of an assessment outcome, start by speaking to your trainer/assessor, as part of AGA RTO's informal complaints and appeals process. You can access a formal appeals process if the matter is not resolved informally through discussion with AGA staff.

The AGA RTO Appeals Process is outlined below. This policy and procedure can also be found in the [Student Resources section](#) of the AGA website.

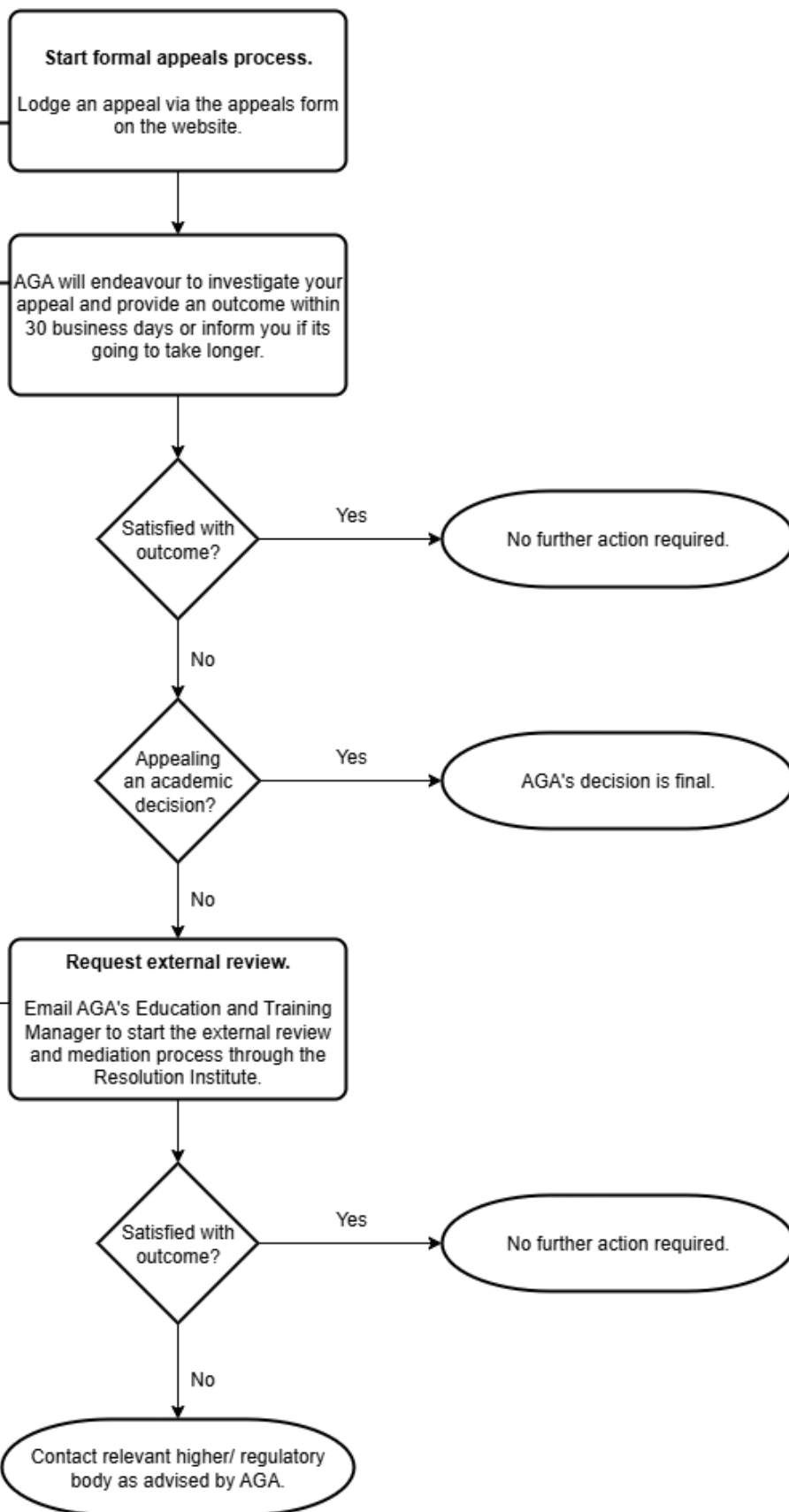
AGA RTO Complaints Process



- Complaint acknowledged within 3 business days.
- Next steps communicated within 5 business days of acknowledgement.
- Complaint outcome communicated within 30 business days of receiving complaint.

AGA RTO Appeals Process

- Submit appeal within 20 business days, 3 business days after the complaint outcome was communicated to you.
- Appeal acknowledged within 3 business days.
- Next steps communicated within 5 business days of acknowledgement.
- Appeal outcome communicated within 30 business days of receiving appeal.



- Submit a request within 20 business days, 3 business days after the date on which the original finding was communicated to you.

Student Mental Health, Wellbeing, Guidance and Support Services

All AGA students 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. At each Training Site, AGA students have access to Safety and Wellbeing Officers whose role is to help identify support services that are available either indirectly or directly.

Access to training support

- AGA RTO will ensure all VET students will have reasonable access to training support services and qualified staff (trainers, assessors, and support staff) to ensure they can progress through the training product.
- LLN Coordinators will provide specialised student support to VET Students. If the student needs additional support, the LLN Student Support Team is notified, and an individual student support plan is put in place and shared with the relevant trainer.
- Trainers and assessors monitor student progress as per the RTO Training and Assessment Policy, to determine the level and type of support required, including academic support, LLND support, assessment guidance and administrative assistance.

Diversity and Cultural Safety

- AGA RTO respects and celebrates diverse identities, cultures, abilities, and backgrounds, including Aboriginal and Torres Strait Islander peoples, LGBTIQ+ students, culturally and linguistically diverse (CALD) communities, and people with disability.
- In line with its Code of Conduct, AGA RTO ensures that the learning environment is free from racism, discrimination or any other form of harassment.
- AGA RTO does not exclude potential VET students the basis of their nationality, gender, age, background, disability or sexual orientation.
- First Nations people and people with disabilities are encouraged and supported to apply for enrolment into AGA's training programs.
- AGA RTO ensures the learning environment is conducive to actively promoting and supporting the diversity of VET students who represent diverse identities, cultures, abilities, and backgrounds, by implementing the following strategies and programs:

- actively fostering cultural safety for First Nations people
 - creating a learning environment that is safe, accessible and welcoming of students and is free from racism, discrimination or any other form of harassment
 - ensuring students have access to AGA RTO Policies and Procedures related to WHS, Student Support and Wellbeing Policy and Procedure and other relevant information through the AGA Student Handbook.
 - meeting the needs of VET students through the integration of access and equity guidelines into all aspects of AGA business, e.g. the fair allocation of resources and the right to equality of opportunity without discrimination.
 - offering VET students flexibility to allow them to meet their cultural obligations, e.g. designated quiet spaces or flexible scheduling to allow students to observe prayer times, where possible.
- Wellbeing support services are accessible and inclusive, in that they are open to all AGA RTO VET students.
 - Trainers are provided annual refresher training in this area through Intowork HR training modules and RTO “train the trainer” sessions.

Mental Health and Wellbeing Support

- AGA RTO will endeavour to identify, in relation to the training product, the wellbeing needs of its VET student cohort and implement strategies to support mental health, personal resilience, safety, and engagement.
- AGA RTO trainers are committed to creating a safe, inclusive, and supportive learning environment. They are not mental health professionals, but they are trained to notice when students may be experiencing challenges that affect their wellbeing or studies. If a concern arises, trainers will listen respectfully, maintain confidentiality, and guide students toward appropriate support services. They will follow AGA RTO’s disclosure and support process to ensure students receive timely help so they can stay safe, supported, and able to succeed in their learning.
- Support strategies may include access to internal wellbeing resources, referrals to community support services, and processes to manage critical incidents and risk.
- AGA RTO may provide or facilitate access to the following support services, depending on VET student needs and location:
 - Career and employability guidance
 - Mental health referrals to external counselling

- Access and equity liaison or advocacy services
 - Disability support and equipment
 - Emergency/crisis support referrals
 - Complaints and appeals assistance
 - Information about community based support services
- AGA RTO employs a Wellbeing and Child Safety Officer, whose role is to promote a safe, supportive, and inclusive environment for children and young people.
 - AGA RTO Trainers have a responsibility to identify and address student support needs, ensuring a safe and supportive learning environment, and complying with relevant regulations like Child Safe Standards. This encompasses monitoring student progress, providing access to educational and support services, and fostering a non-discriminatory and harassment-free environment.
 - AGA RTO will nominate staff members such as training coordinators, managers as well as student administration staff to be support contacts for students and ensure they have received appropriate support and training to fulfil this role.

Child Safety

- AGA RTO will ensure a safe, supportive, and inclusive environment for children and young people by developing and implementing child safety and wellbeing policies, and families, to ensure compliance with child protection laws and mandatory reporting requirements.
- In complying with Standard 11 of the Child Safety Standards, AGA RTO will ensure:
 - policies and procedures address all Child Safe Standards
 - policies and procedures are documented and easy to understand
 - regular reviews, risk assessment, evaluation and continuous improvement of child safe practices
 - complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement
 - leaders champion and model compliance with policies and procedures
 - staff and volunteers are trained and understand and implement policies and procedures

Student Support and Wellbeing Resources

Employee Assistance Programs (EAPs)

AGA RTO offers an Employee Assistance Program (EAP) as a confidential service providing professional support to apprentices and trainees studying with AGA, for personal and work-related concerns. These programs typically offer short-term counselling, coaching, and various wellbeing services, aiming to improve resilience, productivity, and overall mental health.

The AGA EAP service's contact details are as follows:

- Book an appointment via phone: 1800 808 374
- Book Online: <https://assureprograms.com.au>

If you would like to book an appointment with Assure, the AGA EAP provider, please email rtoadmin@aga.com.au and request the company code to access Assure services.

Additionally, all apprentices and trainees have access to the Victorian Government's Apprentice Employee Assistance Program. This program offers apprentices and trainees in Victoria confidential short-term counselling and coaching for a broad range of health and wellbeing matters. This is a free service, and you don't need a doctor's referral. The service is provided through an independent delivery service.

An employee wellbeing consultant can support you with:

- difficult workplace situations
- counselling for a broad range of personal issues
- positive lifestyle changes
- working through financial concerns
- career development and planning

Book an appointment via the following steps:

- Call Converge: [1300 687 327](tel:1300687327)
- visit convergeinternational.com.au
- Book via the Converge International app ([iOS](#) or [Android](#))
- Use the organisation code APPRENTV for registration when prompted

More information about this program can be found at the [Apprenticeships Victoria website](#).

Community Organisations

Some organisations that offer confidential guidance and resources include the following:

| Organisation | Contact |
|---|----------|
| Emergency services for immediate safety concerns about any student, including a child or young person | 000 |
| Non-urgent police matters in relation to the safety of a child or young person | 131 444 |
| Child Protection After Hours Service | 13 12 78 |
| Centrelink (Services Australia) | 131 021 |

| | |
|--|--|
| National Training Hotline | 133 873 |
| Mission Australia Helpline | 1800 88 88 68 |
| Salvation Army Emergency Relief & Financial Assistance | (03) 8873 5288 |
| Lifeline, 24hr counselling | 13 11 14 www.lifeline.org.au |
| Kids Helpline Mental health support for young people aged 12-25 | 1800 650 890 https://kidshelpline.com.au |
| Beyond Blue | 1300 224 636 |
| Suicide Call Back Service | 1300 659 467 www.suicidecallbackservice.org.au |
| Domestic Violence support | 1800 RESPECT (1800 737 732) www.1800respect.org.au |
| 13 Yarn (national support line for Aboriginal & Torres Strait Islander people in crisis) | 13 92 76 |
| Men's Line Australia | 1300 789 978 |
| Alcoholics Anonymous | 1300 222 222 |
| Alcohol and Drug Information Service | 1300 131 340 |
| Drug and Alcohol Helpline | 1800 888236 |
| Pregnancy Helpline | 1300 139 313 |
| DrugARM | 1300 656 800 |
| Translation and Interpreter Service (TIS National) | 131 450 |

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|--|---|
| Sexual Assault Helpline | 1800 010 120 |
| Gambling Helpline | 1800 222 050 |
| Youth Mental Health | 1800 551800 |
| Adult Learning Australia | (03) 9689 8623 www.ala.asn.au |
| Assure (AGA's Employee Assistance Program) for counselling, wellbeing coaching and holistic appointments | 1800 808 374 https://assureprograms.com.au |

Surveys and Feedback

- AGA is committed to the continuous improvement of its training and assessment system, strategies and practices, products and resources to ensure ongoing quality delivery and compliance with the Standards for RTOs 2025.
- Each quarter, students will have the opportunity to share their thoughts and feedback through an internal AGA survey. Students' input will help AGA RTO refine existing processes and procedures to better support students throughout their studies.
- AGA uses 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. Students are encouraged to provide written feedback through the AQTF Learner Engagement Questionnaire completed at the middle or the end of their course.
- AGA collects data on quality indicators such as student engagement and employer satisfaction. AGA reports this data to regulatory organisations as part of its regulatory responsibilities. These regulatory bodies are bound by relevant legislation to ensure that such data provided by AGA will not be shared with any other parties.

Survey Participation

AGA's student administration team will ask the students to provide feedback by completing a mid-point training evaluation questionnaire. Students are also encouraged to provide feedback at any time.

You may be contacted to participate in a survey conducted by NCVET or a Department-endorsed project, audit or review relating to your training. This provides valuable feedback on the delivery of VET programs.

Please note that you may opt out of the NCVET Survey at the time of contact.

Privacy

Collection and use of personal information

AGA will only collect personal information from students, necessary for the regulatory and legislative responsibilities of AGA, by fair and lawful means. AGA will only collect sensitive information with the consent of the individual and if that information is reasonably necessary for the functions of AGA.

Consent from the student is obtained via the Enrolment Form where the student recognises the Victorian Government Student Enrolment Privacy Notice and declares their agreement with its terms.

The information requested from students by AGA will only be used to provide details of study opportunities, to enable efficient course administration, to maintain proper academic records, and to report to government agencies as required by law. If a person chooses not to give AGA certain information, then AGA may be unable to enroll that person in a course or supply them with appropriate information.

Personal information about students studying with AGA will be shared, when requested, with the relevant government and regulatory bodies.

Personal information that is no longer required to be held will be securely destroyed or de-identified.

For details about how AGA RTO will collect, store, and manage student's personal information, refer to the Privacy and Personal Information Policy found in the [Student Resources section](#) of the AGA website.

Legislation and Regulation Information

AGA is committed to complying with Commonwealth and State legislation and all regulatory requirements (as per RTO Governance Policy), particularly in relation to the following:

| Act/Legislation/Regulation | Relates to | Federal or State/territory |
|---|----------------------|----------------------------|
| A New Tax System (Goods and Services Tax) Act 1999 | Skills First Program | Commonwealth |
| Age Discrimination Act 2004 | RTO | Commonwealth |
| AQTF essential conditions and standards for continuing registration | VRQA | Victoria |
| Audit Act 1994 | Skills First Program | Victoria |
| Australian Human Rights Commission Act 1986 | RTO | Commonwealth |
| Charter of Human Rights and Responsibilities Act 2006 (Vic) | Skills First Program | Victoria |
| Child Safe Standards 2016 | RTO | Victoria |
| Child Wellbeing and Safety Act 2005 (Vic) | Skills First Program | 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 | Skills First Program | Commonwealth |

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|---|----------------------|--------------|
| Disability Act 2006 | Skills First Program | Victoria |
| Disability Amendment Act 2012 | RTO | Victoria |
| Disability Discrimination Act 1992 | RTO | Commonwealth |
| Disability Standards for Education 2005 | RTO | Commonwealth |
| Electronic Transactions (Victoria) Act 2000 | Skills First Program | Victoria |
| Equal Opportunity Act 2010 | RTO | Victoria |
| Evidence Act 2008 (Vic) | Skills First Program | Victoria |
| Fair Work Act 2009 | RTO | Commonwealth |
| Financial Viability Risk Assessment Requirements 2011 | RTO | Commonwealth |
| Freedom of Information Act 1982 | Skills First Program | Victoria |
| Health Records Act 2001 (Vic) | Skills First Program | Victoria |
| National Vocational Education and Training Regulator Act 2011 | ASQA | Commonwealth |
| Occupational health and safety Act 2004 & Regulations | RTO | Victoria |
| Ombudsman Act 1973 | Skills First Program | Victoria |
| Privacy and Data Protection Act 2014 (Vic) | Skills First Program | Victoria |
| Privacy Act 1988 | Skills First Program | 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) 2025 | ASQA | Commonwealth |

