

Student Handbook



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Who Are We?

Welcome to Academy Green Learning (AGL), our prospective and current students!
 AGL is committed to support you in all possible ways to make your learning journey enjoyable and successful.

This Handbook is designed to communicate to you how AGL will provide a safe, fair, and supportive environment for you to participate in our training.

This Handbook introduces you with AGL and the services it provides, and its legal, ethical, and professional obligations to deliver high quality training and assessment services.

Through this Handbook, you will also get to know your roles and responsibilities, and your rights and obligations as an AGL student.

You should take time to read and understand the information provided in this Handbook and ask any question you may have to your trainer/assessor or another AGL staff.

This is an important document for you, keep it accessible for a quick reference.

Our Services

Academy Green Learning (AGL) is a privately owned company registered with the Australian Security and Investment Commission (ASIC) (Australian Business Number (ABN): 86 095 024 918). It was established on 02 May 2003.

AGL is also registered (Since 01 June 2019) with the Australian Skills Quality Authority (ASQA) as a Registered Training Organisation (RTO) to deliver and assess nationally endorsed vocational qualifications.

At present, it delivers and assesses seventeen (17) nationally recognised training courses all over Australia (Please see Table 1).

Please see ‘What Do We Do’ section of this Handbook for more information on our services.

Our Mission

AGL has a vision to become a model RTO in Australia. It aims to achieve this vision by employing highly qualified training and assessment staff with many years of relevant industry experience, using current technologies in delivering training, and developing professional management systems that will focus on effectively and equitably serving all students irrespective of their background, and enriching their learning experience.

AGL also wants to become a highly ethical company in full compliance with all relevant legislation, regulatory standards, and professional codes of conduct.

Our Objectives

To achieve this mission, AGL has set following objectives:

- **To recruit highly competent people.** AGL will strive to attract, recruit, and retain competent, and committed trainers and assessors.

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- **To ensure safety of training and assessment environment.** AGL will always commit to provide a safe and non-threatening environment to all its students, where the physical safety risks are regularly assessed and minimised, and where all students are treated fairly or equitably without the fear of being victimised or bullied.
- **To uphold integrity and ethical values.** AGL will conduct itself in accordance with the highest and commonly shared ethical, professional, and legal standards.
- **To ensure continuous improvement in the training and assessment.** AGL will consistently deliver high-quality training and assessment services by applying feedback collection, quality check, and continuous improvement principles.
- **To become student centred.** AGL will provide the training and assessment services that will focus on delivering practical skills which will directly contribute towards student’s job and career prospects or further learning.
- **To become industry centred.** AGL will develop its training and assessment services basing on the needs and expectations of the relevant industries. All training and assessment services will be designed with extensive consultation with relevant industries.

Our Organisational Structure

To achieve the mission and objectives described above, AGL has created a suitable governing structure and appropriate policies and procedures in all key areas of its operation.

At present, AGL is governed by a three-tiered structure where the Chief Executive Officer is the executive authority, and the Human Resources Manager, RTO Manager and Administration Manager are the main operational arms for support.

The Chief Executive Officer is supported by the Chief Financial Officer in the matters of accounting and finance. He is also supported by additional staff in the areas of compliance and relationship/enrolment management.

The organisational structure is flexibly designed to facilitate functional coordination (or, horizontal communication) between different areas of AGL operation, and allows for effective upward, and downward communications.

The upward communication facilitates communication of field-level issues (e.g., student absences and lack of progression) and downward communication supports the flow of policy and directives to staff (e.g., notice of suspension of classes or changes in the training timetable) including the training and assessment staff.

The trainers and assessors are very important actors in this structure who are responsible for the delivery of AGL training and assessment services. They are very reliable and always handy to students for most of their questions, concerns, and issues.

Location & Contact

AGL Head Office is in the following address:
 50 Lancaster Street, Ingleburn, NSW 2565.

You may email AGL at info@academygreen.edu.au for any query you may have or,
 Call us on 02 8325 0177.

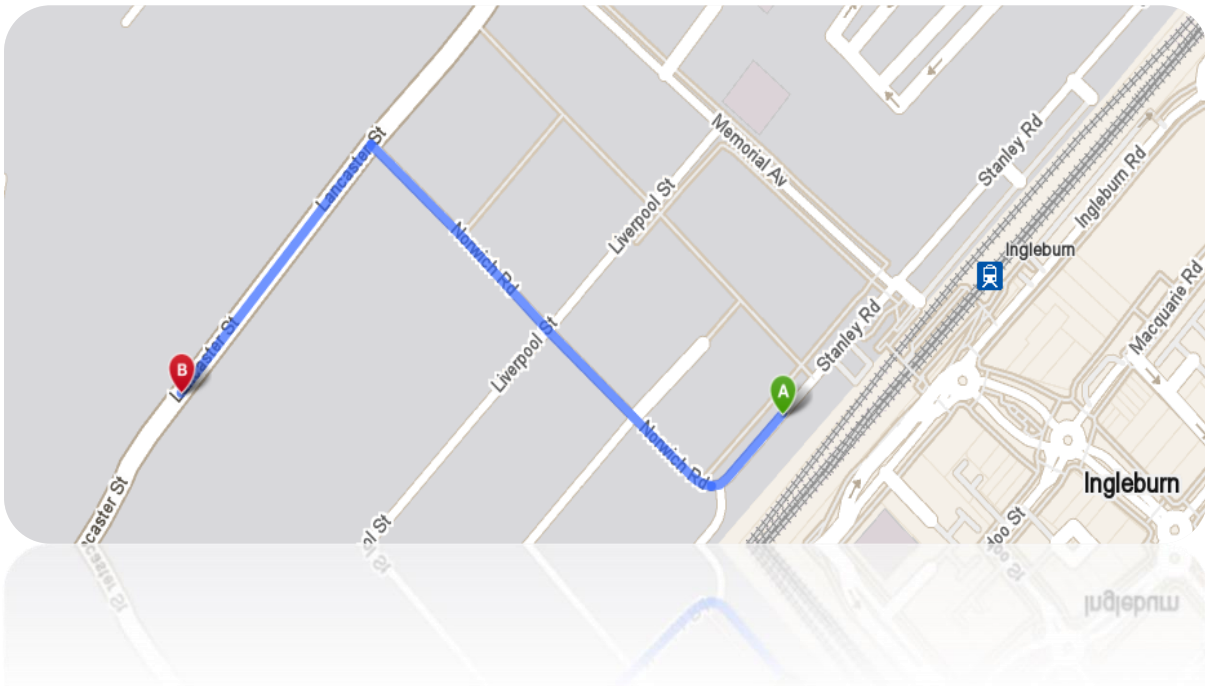
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Parking

AGL Head Office has plenty of onsite parking. If you find the on-site parking full, you can always access the road-side parking, which is free.

Public Transport

If you decided to access AGL by public transport, Bus and Train stations are only a short walk away, about 5-10 minutes only. A map to guide you to access AGL by road is provided below.



Nearby Facilities

50 Lancaster Street, Ingleburn, where AGL is located, has many facilities in the surroundings. There are cafes, and takeaway food shops within the radius of 2 kilometres.

Banks, Grocery Shops, Medical Centres, Police, Legal Services, Dine-in Restaurants, and Train Stations are available in down-town Ingleburn, which is only 3.5 kilometres away.

Training Location

AGL delivers its training and assessment services all over Australia. Training locations varies according to where we are training and in which workplaces we are invited to train. However, most of our training locations would have required training and assessment equipment and facilities, and they would be safe and convenient to access by public transport.

What Do We Do?

AGL provides nationally recognised training and assessment and associated services. The current scope of AGL’s training and assessment services is provided below.

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Table 1.

No	Scope of Registration
1.	BSB30120 Certificate III in Business
2.	BSB40520 Certificate IV in Leadership and Management
3.	CPP30321 Certificate III in Cleaning Operations
4.	CPP30719 Certificate III in Waste Management
5.	CPP40919 Certificate IV in Waste Management
6.	FBP30121 Certificate III in Food Processing
7.	MSM30116 Certificate III in Process Manufacturing
8.	SIR30216 Certificate III in Retail
9.	SIT30622 Certificate III in Hospitality
10.	TLI30321 Certificate III in Supply Chain Operations
11.	TLI31222 Certificate III in Driving Operations
12.	TLIF0025 Follow work health and safety procedures (Blue Card)
13.	SITSS00069 Food Safety Supervision Skill Set (Food Safety Supervision Certificate)
14.	SITSS00068 Food Handling Skill Set (Food Safety Certificate)

The training products offered at the time of reading may include past or superseded versions of each, however, will be current at the time of delivery.

Training

These training are delivered through two main strategies:

- Through direct enrolment of students known as ‘Fee-for-Service Program’, and
- Government subsidised workplace programs called ‘Subsidised Training’

All AGL training and assessment services are based on the principles of competency. Competency-based training focuses on enhancing students’ ability to receive, respond to and process knowledge and skills to achieve competency in a particular job role within a specific industry.

Competency-based training are based on the principles of competency-based assessment systems.

Competency-based assessment system is the process of collecting evidence and making judgement to ascertain whether the students have achieved the desired knowledge and skills or competency to work in a specific job role.

Under the Competency-based training and assessment systems, the learning outcomes will be assessed against specific standards set within a unit of competency (UOC). They are referred to as:

Element It describes the essential learning outcomes a student must achieve by studying a unit.

Performance criteria Describes the performance needed to demonstrate the achievement of learning outcomes identified in the element.

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Foundation skills	Describes the required language, literacy, numeracy, and employment skills that are essential to perform a task.
Performance evidence	Describes additional performance evidence the students must be able to demonstrate to complete the tasks outlined in the elements, performance criteria, and foundation skills.
Knowledge evidence	Describes additional knowledge evidence the students must be able to demonstrate to complete the tasks outlined in the elements, performance criteria, and foundation skills.
Assessment conditions	Describes the conditions under which the assessment should be undertaken.

Based on these principles, AGL’s training and assessment services are not merely delivery of knowledge. They focus towards:

- Developing specific, usable, practical skills in an identifiable job role, and
- Application of learned knowledge and skills in a practical context.

AGL delivers its training and assessment services in a variety of ways, for example:

- Through face-to-face mode
- Online
- On-the-job or, at workplaces, or
- By blending all the above

The modes of delivery will be decided by considering several factors such as preference of the student, the need of the workplace, the requirements of the training and the resources and capability of AGL.

However, all modes and methods of delivery aim to support the students in attaining the required knowledge and skills of the relevant unit of competency.

By successfully completing a series of units as required by the qualification packaging rules, you will meet the requirements to receive an AGL qualification, which will be Australian Qualification Framework (AQF) endorsed qualification.

If you are not able to complete all units of competency required to achieve a qualification, a ‘Statement of Attainment’ will be issued for the successfully completed unit/s.

Assessment

Assessment is the process of ascertaining that a student has achieved the stated learning outcomes or competency by undertaking the training they are enrolled in. Assessment involves gathering, analysing, and interpreting evidence of competency. As a training provider, AGL is naturally involved in assessing its students and determining their competencies.

The evidence of a students competency may be collected through different assessment methods:

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Written or oral knowledge test	Under this, you (a student) will be required to provide a written or oral response to a range of questions relating to required knowledge of the unit of competency.
Demonstration of undertaking practical tasks	Under this method, you will be observed performing specific tasks in your day-to-day work roles or in a specific performance situation created for you to undertake a task. Your assessor and workplace supervisor will observe you performing those tasks and assess your performance against the required performance criteria of the unit.
Workplace log	Under this, you will be required to record details of your workplace activities. The details would be mapped later against the unit requirements to determine which specific competency you achieved within a unit.
Workplace supervisor report	The workplace supervisor would indicate in a standard reporting format what you were able to do or not able to do during your job performance. This report will be reviewed and discussed by AGL assessor to determine if you met the required competency.
Portfolio of evidence	You would be required to access and submit a range of workplace and/or research documentation.
Case studies	Under this method, you will be required to provide written response to a situation presented in a specific case situation. This will usually require you to carefully consider the situation presented, undertake some research, and propose your recommended actions.
Role play	A role-play assessment involves playing a specific role in front of a team or group of people (e.g., that of a customer service representative or a team leader etc.) in the context of a workplace task. Your assessor will observe you playing the role to ascertain your competency to do the task.
Research	Under this method, you will be required to research policies and practices of your own workplace or another organisation in a specific topic (e.g., complaints handling, incident reporting, etc.) and provide a written report.
Project	Under this method of assessment, you may be asked to undertake several tasks to achieve the expected learning outcome of a unit of competency.
Assignment	This method requires undertaking one single written task.

While determining students competency in a unit, the trainer/assessor may ask the student to undertake several assessments or provide a range of evidence. They would like to ensure that the student’s assessment evidence is:

- **Valid.** This means the assessment evidence should demonstrate that the student has appropriate skills, knowledge, and attributes as required by the unit of competency.
- **Sufficient.** This means the quality and quantity of the provided evidence are sufficient to comfortably declare the student as competent in the unit.

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- **Authentic.** This means the assessment evidence should indicate that the work the student has provided is their own work, or not plagiarised or copied from others.
- **Current.** This means that the assessment evidence the student has provided represents the current and relevant skills and knowledge required in the industry.

Recognition of Prior Learning (RPL)

AGL provides opportunities for all its students to get their prior learning recognised, and receive AGL’s Qualification or Statement of Attainment, whether they have acquired them through formal education and training or, work experience or, voluntary work and community engagements or, by any other means.

Recognition of Prior Learning (RPL) is an assessment process that assesses students’ skills and knowledge to determine the extent to which they have previously acquired the required learning outcomes or, competencies of a qualification or a unit of competency so that they could be considered for granting credit.

RPL involves upfront assessment of students’ skills and knowledge and does not include the provisions of training.

If you are seeking RPL, you should follow these steps:

- Express your interest in gaining the qualification or statement of attainment through the recognition process at the time of enrolment
- Complete the prescribed RPL Application Form request for recognition
- Map your claimed competencies against the unit or qualification requirements, and
- Provide current and valid evidence to support the claim of competency

The RPL candidate may have to provide different forms of evidence to seriously consider the application and receive successful outcome such as:

- Work samples
- Reference letters
- Previous qualifications
- Licences
- Work records
- Records of workplace training
- Records of assessment of current appropriate knowledge and skills
- Supervisor’s report
- Performance appraisal report
- Duty statements, etc

RPL Procedures

After receiving a formal RPL Application, AGL would appoint an appropriately qualified assessor to review the application and completed documentation against the unit(s) requirements to make decision about the competency of the candidate.

The nominated assessor would assess the students RPL application against all standard performance assessment criteria implicated in the relevant training package and competency-based training (e.g.,

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competency standards, dimensions of competency, key competencies, and rules of evidence) before granting recognition of prior learning.

The nominated assessor would provide the result of RPL application as GRANTED or NOT GRANTED, with clear justifications of their decision to grant or not to grant the recognition.

The RPL procedures are further described in AGL’s ‘Recognition of Prior Learning Policy and Procedures’. You should access and refer to this policy for further guidance on how you may receive AGL’s RPL service.

Credit Transfer

Credit Transfer is a process of recognising a previously attained unit of competence issued by recognised training organisation to receive an exemption for the same unit of competence with AGL.

Under the principles of national recognition (or mutual recognition), AGL has a policy to grant credit to students for any unit they have successfully completed with another registered training organisation.

Such credit may generally be granted under the following circumstances:

- When the student has completed the same unit with the same code and title or unit with the same/equivalent outcome determined by the Skills Service Organisations from another registered training organisation.

ASQA: Advice on managing credit transfer for superseded equivalent units of competency

When a student presents a superseded equivalent unit of competency for credit transfer for the purpose of reducing the amount of learning required to achieve a qualification or skill set, as the training package has determined the unit of competency to be superseded equivalent, a provider can grant credit for that unit without needing to map unit outcomes.

Although not required, providers may take a best practice approach and conduct mapping analysis, especially for those units that have been superseded twice or more despite still being deemed equivalent, to assure themselves the assessment of competence is still relevant.

Credit Transfer applications will be reviewed and granted by AGL RTO Manager. The following steps will be taken in the process of granting credit transfer:

- The student requesting for credit transfer should complete the application in the prescribed Credit Transfer Application Form.
- Certified copies of transcripts, statements of attainment and qualifications must support the completed Credit Transfer Application Form for consideration.
- The application will be reviewed. AGL may personally check with the award issuing Registered Training Organisation or institution to confirm the reliability of the credentials.
- An outcome will be determined, and feedback provided within 14 days. Any refunds or discounts will be processed at this time.
- If credit is granted, the relevant unit will be credited against the relevant program.
- Any training plan or schedule will be reviewed and updated. All Credit application and outcome information will be filed in the student’s profile.

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Student Support and Wellbeing

During your enrolment, AGL will deliberately engage with students on several occasions. We will do this by requesting students to complete enrolment and associated documents, initiating discussions over the phone, undertaking enrolment interviews, and finally having the students in our formal orientation.

One of the important objectives of these engagements is to understand what support services the students may need to fully participate in our training programs.

Students will be asked various questions about their individual support needs to successfully complete our training. Make sure that you as a student make the most of these opportunities and let us know clearly if you need any support. Student support includes (but is not limited to):

- identifying the individual’s student needs, including:
 - literacy/numeracy
 - language skills
 - working with others
 - clearly explaining the requirements of the course
- identifying the individual’s study skills, including:
 - improving awareness of the types and kinds of study skills
 - study techniques
 - using suitable methods and techniques for different skills development
 - organisational skills
 - time management
- helping students to self-assess their different learning skills, including:
 - following a student evaluation
 - as a part of an intervention strategy
 - creating a positive and supportive environment
 - self-referral processes, allowing analysis and comparison across the course, including involvement of trainers
- clarifying technical/industry jargon
- learning and assessment programs contextualised to the workplace
- providing opportunities for ‘hands-on’ experience and practice (where applicable)
- offering telephone/email support and advice
- where there are any changes to agreed services, AGL advises students as soon as practicable
- post study support via email, telephone or visit

AGL should be able to provide some of these learning support if they would not cause significant financial burden. Administration staff and trainers/assessors are the first ports of call for students to all support services then relevant and appropriate staff will be assigned to individual requests of support services including referral services of wellbeing support.

Language, Literacy and Numeracy Support

AGL has established language, literacy, and numeracy (LLN) requirements to enrol in its training courses. Where a prospective student cannot provide adequate evidence of their LLN competency to enrol into a course they are taken LLN test and ascertained their LLN status.

If the student is found deficient in some LLN areas (e.g., Reading, Writing or Oral Communications), AGL will take following steps:

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- The allocated trainer/assessor will discuss the issue with the concerned student
- Together with that student a support strategy will be developed
- The support strategy depending on the student’s needs could be:
 - Using simple English in the training delivery and assessment materials
 - Providing additional instructions in the training and assessment materials
 - Offering additional language assistance to that student on an individual basis e.g., repeating some complex contents, clarifying the meaning of certain words or statements
 - Allowing extra time to the student in reading and absorbing training and assessment materials
 - Supporting oral delivery with visual cues, pictures, and diagrams,
 - Accepting oral responses to assessment questions
 - Giving additional tutorial (extra one hour or so) in making the student understand the training and assessment materials.

If the students LLN deficiency cannot be covered by the above in-house strategies, AGL may refer the concerned student to Reading, Writing Hotline (Phone 1300 655 506) or, an approved third-party LLN provider for assistance.

Other Support - Wellbeing

Some students may have learning difficulties because of their physical, psychological, social, mental health, and life conditions. AGL encourages and invites prospective students to discuss such difficulties with AGL Training Coordinator and speak about their needs.

Some of these needs could be addressed by AGL through in-house strategies and adjustments, some others may be addressed through external specialist agencies. AGL would assist the student in accessing those agencies. Some of the external support agencies AGL can help you to contact in case of the need are the following:

Table 2

Support Needs	Contact Details
Language, literacy, numeracy support	Reading and Writing Hotline (Australia) Phone: 1300 655 506 Website: http://www.readingwritinghotline.edu.au Email: rwhotline@det.nsw.edu.au
	Navitas English Level 4, 11 York Street, Sydney NSW 2000 Australia - Phone: 1300 730 466 Website: www.navitasenglish.edu.au Email: info.attc@navitas.com
	TAFE NSW Phone: 131601 Website: www.tafensw.edu.au
Financial assistance and job search	Centrelink Skills for Education and Employment Phone: 132 850 - Website: https://www.servicesaustralia.gov.au/centrelink?context=1
Accommodation support	Homeless Person Info Line

	Phone: 1800 234 566 Website: http://www.homelessnessnsw.org.au
Physical disability	Physical Disability Council of Australia Phone: 1800 688 831 Email: admin@pdcnsw.org.au Website: www.pdcnsw.org.au
Mental health	Beyondblue Phone: 1300 22 4636 Website: www.beyondblue.org.au Email: infoline@beyondblue.org.au
	Mental Health Access Team Community Assessment and Liaison Centre Phone: 1800 011 511 Website: http://www.nbmlhd.health.nsw.gov.au/mentalhealth
Domestic violence	Domestic Violence Crisis Phone: 1800 656 463 Website: http://www.community.nsw.gov.au/parents,-carers-and-families/domestic-and-family-violence
Child protection and other services	NSW Government – Department of Communities and Justice (DCJ) https://www.facs.nsw.gov.au/providers/children-families/child-protection-services Contact: <ul style="list-style-type: none"> • Child Protection Helpline - 13 2111 • Disaster Welfare Assistance Line - 1800 018 444 • Link2Home Homelessness - 1800 152 152 • Domestic Violence Line - 1800 656 463 DCJ offices: https://www.dcj.nsw.gov.au/contact-us/csc.html
Fair Trading – Renting, Trading, business disputes, licensing requirements etc.	NSW Office of Fair Trading https://www.fairtrading.nsw.gov.au/ Telephone: 131450

Certification Issuance

When a formally enrolled student successfully completes AGL's training program they will be awarded a nationally recognised Statement of Attainment or Qualification.

AGL will issue a Statement of Attainment when a student successfully completes one or more units of competency within a qualification or where they have not enrolled in a full qualification. It will issue a Qualification (a Transcript and a Certificate) when an enrolled student successfully completes all required units of competency within a qualification.

The Statement of Attainment and Qualifications are formal confirmation that a student has achieved the learning outcomes as described in the Australian Qualification Framework (AQF).

The Statement of Attainment and Qualification will be issued within 30 calendar days after the student has been assessed as meeting all requirements of each unit of competency and/or qualification.

However, AGL will not be able to issue these awards within the designated time if:

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- The student has not paid all the agreed fees and charges, and
- Has not provided a valid Unique Student Identifier (USI).

Training & Regulatory Environment

Trainers/Assessors

AGL trainers and assessors are the main people involved in supporting you in achieving your learning and career goals. These trainers and assessors are highly qualified individuals in their respective fields who also have many years of working experience in the relevant industries, and in training and teaching students like you. They also go through continuous professional development and remain current in the knowledge and skills of their respective industries, and the techniques of teaching and learning.

So, when you are studying at AGL, you will be guided, supported, and mentored throughout your training and assessment by professionally acclaimed individuals. They will focus on you, your wellbeing, your career goal, learning preferences and interests, and your success.

While you participate in their training sessions, they will give you:

- Freedom and autonomy to learn on your own
- Plenty of time for group sessions and interactions
- Fun and open environment to learn
- Opportunities to bring your own personal experience in the process of learning
- Practical skills applicable to your job role and industry
- Recognition for your involvement in the learning activities, and
- Respect as a person and listen to your issues and difficulties.

Our trainers and assessors will be accessible to you throughout the duration of the course. Aside from their availability during the training sessions and workplace visits, you should also be able to contact them via phone or email for any advice or support. Their access will be equitable to all students without discrimination depending on their needs.

Resources & Equipment

Our training facilities have appropriate physical resources and equipment including the following:

- Standard training rooms that are spacious, well-lit, and ventilated, and free from noise
- Standard training room fixtures, furniture and equipment including:
 - Chairs
 - Desks
 - White boards
 - Projector
 - Projector screen
 - Printer
 - Office equipment
 - Computer with internet access and appropriate software
 - Audio-visual equipment
 - Storage provisions
 - Break-away area
 - Accessible toilet/s
 - Access to water and basic kitchen facilities
 - Accessories e.g., paper, marker, etc.

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- Evacuation plan and exit signage
- Personal protective equipment, and

Where the training is delivered in the workplace, AGL ensures that these resources are available from the employer.

Learning & Assessment Resources

AGL provides quality, well-structured, learning resources to guide students in understanding the content of training. These resources include:

- Learner Guide
- Relevant Workplace Documents, e.g., Workplace Policies and Procedures, Forms and Flow Charts
- Relevant State and Commonwealth Legislation and Australian Standards
- Handouts
- PowerPoint Slides, and
- Reference materials

To systematically manage your training programs, AGL also develops:

- Detailed training plan for each training qualification it delivers
- Detailed session plan for each training session
- Attendance sheet to keep track of your attendance and participation, and
- Progression tracking sheet to keep track of your progress in learning.

AGL has also developed valid and reliable assessment tools to assess students' competency or learning outcomes. These mainly include Students' Version, and Assessors' Version of the assessments. Including the actual assessment tasks (such as written question or observation tasks), the Student's Version of the assessment tool also includes description of assessment requirements, performance criteria, assessment environment, assessment conditions, and procedures of undertaking assessments.

Your Safety

AGL is fully committed to your safety and security and to create a safe and secure environment for you to learn. For this, it will strictly follow the principles, procedures and rules described in the Work Health and Safety Act 2011.

The main objective of this Act is to ensure the health, safety, and welfare of the workers and workplaces (including students and learners), by minimising or eliminating potential risks that may arise from work or work processes or work environment or from equipment or substances involved in the work.

The Act requires that any person at a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or neglect or omission of the required action.

Under this Act, AGL has a duty of care towards all people associated or engaged with its business including employees, contractors, sub-contractors, trainers, students, volunteers, employers, clients, customers, and visitors.

This duty of care principle requires that AGL must:

- Take reasonable care for the health and safety of all people associated with its business
- Take reasonable care to ensure that its actions do not adversely affect others' health and safety

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- Ensure that the training location and surroundings do not pose risks to people’s health and safety
- Ensure that the plant, equipment, and material used for training and assessment are safe
- Ensure that the plant and equipment used for training and assessment are safely handled
- Provide reasonable safety instructions when the training and assessment is being held
- Identify potential hazards in the training and assessment environment and eliminate them, and
- Devise protocols for investigating and reporting incidences affecting people’s health and safety

The duty of care principle would be applied not to AGL only. But it will also be applied to all people associated or engaged with AGL. All people associated or engaged with AGL including students would have a duty of care towards the safety of AGL’s property, and the health and welfare of people, and others. For example, a student, would have a duty of care to:

- Take reasonable care of their own health and safety
- Comply with all reasonable health and safety instructions issued by AGL (e.g., wearing mask or maintaining appropriate social distancing rules during COVID-19)
- Reporting health and safety issues and perceived potential hazards or accidents or near misses
- Using training and assessment equipment as per trainers’ guidelines and instructions
- Following the evacuation instructions and procedures
- Not doing any activities that will cause injury to others
- Not consuming alcohol within training and assessment facilities or AGL premise
- Not smoking at the training and assessment facilities or within AGL premise
- Seeking assistance to lift heavy items e.g., moving furniture in a training area
- Observing hygiene standards in doing personal activities, particularly, while eating and using toilets
- Keeping the learning or working desk tidy, clear and uncluttered
- Placing rubbish in the provided bins
- Following AGL’s or Workplaces’ or Training Venue’s fire safety instructions and identify the location of fire safety equipment.
- Participating in AGL’s or Workplace’s or Training Venue’s fire drill procedures
- Identifying the location of first-aid kit within AGL or Workplace or Training Venue
- Learning how to use first-aid kit through one of the qualified AGL staff.

Harassment and Discrimination Protection

AGL has a zero-tolerance policy towards any form of harassment, and it is fully committed to effective implementation of the Harassment Act 1997, and other specific anti-harassment legislation such as Sexual Discrimination Act 1984, Racial Harassment Act 1975, and Disability Discrimination Act 1992.

We believe that all people associated with AGL should have rights to work, train and learn in an environment free from fear and all forms of harassment.

AGL understands harassment as any unwelcome comment or action or behaviour (expressed or implied) that humiliates or offends or embarrasses or intimidates another person. And harassment can be personal (e.g., humiliating an individual in front of others), physical (e.g., threats to inflict harm) psychological (e.g., isolating an individual from their work environment), verbal (e.g., spoken), non-verbal (in action), directed towards a particular gender (e.g., women) or age (e.g., elderly people) or race, or cyber-based (spreading lies or, gossip about another in shared on-line platforms). We strongly and unequivocally discourage all these forms of harassment.

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Harassment may sometime manifest in the form of Bullying. Bullying is an unwelcome and offensive behaviour that intimidates, humiliates and/or undermines a person or a group. Bullying may involve verbal abuse, physical assault, unjustified criticism, sarcasm, and insult of another.

Bullying could also be in the forms of spreading malicious rumours about another person or isolating or ignoring another person or putting another person into unnecessary work pressures or withholding resources and information to someone so that they could not perform well.

Like harassment and bullying, another negative personal behaviour AGL would not tolerate is intimidation. Intimidation is threatening another person because they have different opinion, or they belong to a different community or group, or because they are weak, or they underperform. It is threatening another person or group without any reason or for any reason.

AGL expects all its students and staff to strictly refrain from harassment, bullying and intimidation. Harassment may also manifest in the form of unwanted discriminatory behaviour based on someone’s gender, race, age or physical or psychological disabilities.

Discrimination based on personal, or group attributes could also be a source of harassment. Hence, all States and Territories in Australia have anti-discrimination laws.

These laws and regulations require that everyone should have equal access to opportunity (e.g., to work, education and training) irrespective of their gender, age, culture, sexual orientation, language, nationality, marital status, political allegiance, and other personal or group attributes. AGL is fully committed towards effective adherence of these laws, particularly, the following:

Sexual Discrimination Act 1984	<p>This Act aims to eliminate all forms of discrimination against women in work, education, and training, and access to facilities and services etc., on the grounds of their sex, sexual orientation, marital status, pregnancy or potential pregnancy, breast feeding needs and family responsibilities.</p> <p>It also aims to promote recognition and acceptance of women within the community on the principles of equality of men and women.</p> <p>Division 3 of this Act also prohibits sexual harassment of women which may include the following unwelcome behaviour:</p> <ul style="list-style-type: none"> • Making unsolicited written, verbal, physical or visual contact with sexual interest • Making sexually offensive remarks • Making facial or other physical expressions that suggests sex or sexual interest • Lewd jokes or sharing stories of sexual nature • Sharing sexual materials • Inappropriate and suggestive touching or kissing • Asking personal questions about sex or sexual activity • Continuing to express sexual interest after being told that the interest is not welcome • Making reprisal (expressed or implied) following a negative or indifferent response to sexual suggestions or advances. • Engaging in implicit or explicit coercive behaviours to control, influence or affect another person after the sexual suggestions or advances have been ignored, and
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	<ul style="list-style-type: none"> • Offering benefits in return of sexual favours
<p>Racial Discrimination Act 1975</p>	<p>AGL is also strictly committed to adhere to this Federal Act, which is applied in all Australian States and Territories. This Act makes all forms of discrimination based on race such as colour, descent, national or ethnic origins unlawful.</p> <p>Racial discrimination happens when a person is treated less favourably or not given the same opportunities as others in the similar situation because of their race or the country of origin or ethnicity or skin colour.</p> <p>Examples of racial discrimination could be:</p> <ul style="list-style-type: none"> • Not giving equal access to training equipment and facilities to all students • Insisting that all students must speak English even during breaks and informal hours • Not enrolling students from a particular country or ethnic background • Making derogatory remarks because of people’s race, skin colour, or ethnic background • Taking any racially discriminatory decision/action in the matters of student’s enrolment, training and assessment and students’ support, etc. • Taking any racially discriminatory decision/action in the matters of staff’s recruitment, employment, performance appraisal, transfer, and promotion etc. <p>AGL expects that its students must also avoid all kinds of racially implicating behaviours in dealing with their peers or AGL staff. It also encourages students to report or complain if they come across any racially discriminating behaviour from their trainers/assessor, another AGL staff or their workplace supervisors.</p>
<p>Disability Discrimination Act 1992</p>	<p>This is another anti-discrimination Act in which AGL is unequivocally committed to. Under this Act, AGL cannot treat a person differently or discriminatively because of that person’s temporary or permanent disabilities. These disabilities could be of any type: physical (e.g., physical disfigurement, medical conditions), intellectual, sensory, neurological, learning-related, and psychosocial.</p> <p>Disability discrimination happens when a person with perceived disability is treated less favourably (e.g., in employment, education and training, and using government services, etc.) or, not given the same opportunities as others (e.g., a person without disability) because of their disability.</p> <p>Examples of disability discrimination could be:</p> <ul style="list-style-type: none"> • Not hiring a staff because of their disability • Not enrolling a student because of their disability • Not adjusting to the working or learning situations to accommodate with a person with disability • Making derogatory comments because of an individual’s disability

	<p>In relation to the students or staff with disabilities, AGL is committed to:</p> <ul style="list-style-type: none"> • Treat all students and staff with disabilities on an equal basis like another person • Consider the needs and learning or work adjustments required for the students and staff with disabilities • Make reasonable adjustments for the students and staff with disabilities and provide them necessary support, and • Prevent harassment, intimidation and victimisation of the disabled student and staff <p>AGL also expects that its students must avoid discriminatory treatment while dealing with their peers or AGL staff who have any form of disability. The students and staff with disabilities are also expected to identify and describe their disabilities so that their individual support needs could be assessed and provided by AGL.</p>
<p>Age Discrimination Act 2004</p>	<p>Discrimination based on individual’s age is another form of discrimination. Under this form of discrimination, younger or older people could be treated less favourably or not provided the same opportunities (e.g., in training and education or employment or in accessing government or private services) as other people because of their age.</p> <p>The Age Discrimination Act 2004 prohibits AGL from making any discrimination based on age. This Act makes it unlawful to discriminate based on age when advertising for jobs, during staff recruitment and selection, and their training, transfer, and promotion. Age discrimination is also considered unlawful in accessing training and education, goods and services, and banking and medical services etc.</p> <p>There could be many examples of age-based discrimination:</p> <ul style="list-style-type: none"> • Harassing or bullying a person because they are older or younger • Preferring younger people against older people in employment or enrolment for training • Preferring older people against older people in employment or enrolment for training • Limiting access to premises and facilities because of someone’s age, etc. <p>We expect our students to be careful about any behaviour that would be implicated as discrimination to the older or younger people.</p>

Privacy

We fully comply with the Privacy Act 1988 which is designed to protect the privacy of individuals engaged or associated with an organisation like AGL. This Act is supported by 13 Privacy Principles outlined in the Privacy Amendment (Enhancing Privacy Protection) Act 2012 which is also part of our privacy compliance obligation.

These Acts require AGL to follow some specific principles and protocols while dealing with individual’s personal information including that of students.

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These principles and protocols guide us:

- How and when an individual’s personal information may be collected?
- How an individual’s personal information may be held?
- How the personal information may be accessed by the concerned individual?
- How and when an individual’s personal information may be disclosed or shared?
- How an individual’s personal information may be updated or corrected, and
- How privacy breaches in personal information may be complained against?

AGL may have to collect students’ information for a host of reasons, for example, for the purpose of:

- Formalising enrolment
- Issuing unique student identifier number (USI) upon students’ request
- Providing student specific training and assessment services
- Addressing students’ special needs
- Meeting regulatory reporting requirements
- Reporting to Apprenticeship /Traineeship centres
- Meeting its funding and reporting obligations
- Marketing and promoting of its business, and
- Managing and improving its operations and systems

Depending on the need, AGL may generally collect the following personal information about the student:

- Full name
- Residential address
- Other contact details e.g., telephone number, e-mail etc.
- Employment details e.g., work address, job role, work supervisor. In case of staff, it may include bank details, tax-file number, superannuation details etc.
- Educational background e.g., course and qualifications completed, year in which they were completed, institution from where they were completed etc.
- Demographic Information e.g., country of birth, main language, fluency in English, family name, ethnicity, etc.
- Course progress and achievement information e.g., unit enrolled in, unit assessment attempted, unit successfully completed etc., and
- Financial billing information.

Again, depending on the need, AGL may also collect the following types of sensitive personal information from the student:

- Identity details e.g., date of birth, driver’s licence number, passport number, visa Number (if applicable), gender, and contact address
- Information about race or ethnic background or indigenous status
- Religious belief or affiliations
- Information about membership of a professional association
- Employment details e.g., unemployed, part-time, full-time, self-employed, work role, etc.
- Information about disability status and special needs
- Reports from National Criminal Check and Working with Children Check
- Complaints or issue information, and
- Reasons for doing a particular course, etc.

While handling these personal information AGL will ensure that:

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- The information would be handled in a completely open and transparent manner
- The student would be notified beforehand about the purposes and processes of collecting information
- The collected information would be securely protected with limited access to only authorised people
- The information would be disclosed or shared only for the agreed purpose/s
- The information would not be disclosed for direct marketing purposes without approval from the student
- The government related identifier of an individual (such as Medicare Card or Driver’s Licence) would not be used or disclosed except when Australian law requires them.
- The integrity and quality of personal information would be maintained throughout the period the personal information is held
- The rights of the student to access and correct personal information would be respected
- The information would be destroyed following the due legal process after the purpose of the information collection have been served.

Our personal information collection, protection, handling and sharing or disclosure procedures will fully ensure that your personal information will be privacy protected. Please collect a copy of our Privacy Policy from for more details.

If a student would have any concern about how AGL is managing their personal information, they will be encouraged to inform our administrative staff and discuss their concerns. They would also be welcomed to make a complaint directly to the administrative staff by using AGL’s internal complaint handling arrangements outlined in this handbook.

Under the Privacy Act 1988 (Privacy Act), students would also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information. Students may find more information about making a privacy complaint at the OAIC website: <http://www.oaic.gov.au/privacy/privacy-complaints>.

Consumer Rights

AGL is obliged to provide protection to all students as consumers as required by the Competition and Consumer Act 2010, associated Australian Consumer Law (ACL), and the Standards for Registered Training Organisations 2015.

To provide such protection, AGL has developed documented policies and procedures to:

- Describe students’ rights and obligations
- Pursue ethical and accurate marketing
- Avoid any unsolicited or unwanted marketing
- Protect quality, security, disposal, and privacy of students’ personal information
- Protect student fees and refund rights
- Provide access to transparent complaints and appeals procedures
- Provide detailed and accurate information about the involvement of any third-party in AGL’s training and assessment
- Advise material changes in the operation of AGL within reasonable time such as change of ownership, transition of a qualification, introduction or, cancellation of a third-party in the training and assessment, changes in enrolment, changes in fee structure, cancellation or, suspension of operation
- Protect consumers rights

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- Receive, summarise, analyse, and use student’s feedback, and
- Provide required statutory cooling-off period in any agreement or contract with the students

A statutory cooling off period (which is 10 days) is provided to a student/consumer to allow them to withdraw from an enrolment agreement.

AGL has also designated a Consumer Protection Officer in the following to hear the cases of perceived violation of the consumer rights:

Ardil Domingo, Consumer Protection Officer
Ardil@academygreen.edu.au
Phone: 02 83250177

Students may also contact appropriate external agencies to complain against any perceived infringement of consumers’ rights. They may include:

The Australian Skills Quality Authority (ASQA).	When, it is felt that AGL is not providing quality training and assessment services. ASQA’s website is: https://www.asqa.gov.au/complaints Phone: 1300 701 801
Smart and Skilled	When it is felt that AGL’s training does not meet the standards and it is not complying with Consumer Law. Smart and Skilled website is: smartandskilled.enquiries@industry.nsw.gov.au . Phone: 1300 772 104
NSW Fair Trading	When it is recognised that you have been over charged or not refunded or the training service was poor. NSW Fair Trading website is: www.fairtrading.nsw.gov.au . Phone: 13 32 20
Safe Work NSW	When the complaint is about AGL’s work health and safety practices and environment. SafeWork NSW Website is: www.safework.nsw.gov.au

Child Abuse, Criminality and Victimisation

Child Protection Regulation 2013

All AGL staff including trainers and assessors are also perceived as guardians of students under the age of eighteen (18). They have special duty of care towards under eighteen (18) students, because these children could be more vulnerable to different forms of victimisation and abuse.

AGL requires that all its trainers and assessors are clean and display a good character in relation to working with students under eighteen (18).

To ensure that this happens, all AGL trainers/assessors and staff are required to obtain a Working with Children Check (WWCC) under the Child Protection Regulation 2013 as well Police Clearance check before employment.

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They are also required to renew their WWCC clearance after every five years to have continued employment with AGL.

Anti-Victimisation Policy

Victimisation is another unacceptable behaviour that will not be tolerated in AGL. Victimisation is an unfair, unfavourable and/or unlawful treatment of a person because they have made complaints about AGL, or its policies and procedures, or trainer and assessor, or another staff, and/or participated in a complaint procedure.

AGL has well-articulated complaints mechanisms and encourages dissatisfied students or staff to raise issues and lodge complaints. And, it also has a strong policy not to victimise the person who raises issues or make complaints, and not to tolerate victimisation in any form such as abusing, belittling, berating, insulting, or threatening or exclusion.

Fair and Equitable Access to Opportunities

AGL is committed to the principles of access and equity. It will not discriminate any student in the process of accessing training and assessment facilities and resources including access to:

- Trainers/assessors
- AGL support staff
- Workplaces and equipment
- Complaint and appeal process
- Refunds
- Learning resources
- Reasonable adjustments in the training and assessment practices such as adjustment of timetable, support of assistive technologies, fee-paying arrangements
- Literacy, numeracy, and language support
- Disability support facilities

As noted in the ‘Harassment and Discrimination’ section of this handbook, all forms of discrimination in accessing AGL services will be prohibited. Students can access and instigate AGL’s complaints and appeal processes detailed in this handbook if they perceive they were treated unfairly or unequally or, they were discriminated because of their personal backgrounds and attributes.

They are also free to lodge their complaints to the Australian Human Rights and Equal Opportunity Commission (HREOC). Their complaints procedures can be accessed through: <https://humanrights.gov.au/>. They can also be contacted by phone on 1300 369 711.

AGL Obligations

In addition to our obligations to comply with various Federal, States and Territories legislation cited earlier, AGL must specifically comply with the National Vocational Education and Training Act 2011 (NVR Act) and the Standards based on this Act, called Standards for Registered Training Organisations 2015 (SRTO 2015). And as the Smart and Skilled Approved Provider, AGL has to comply with the Smart and Skills Operating Guidelines as well as the Smart and Skilled Contract terms and conditions.

These Acts, the standards and Smart and Skilled requirements regulate the working of AGL in most areas of operations including:

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- Marketing
- Student' recruitment
- Student' enrolment
- Student support
- Student progression management
- Training and assessment
- Ascertaining course completion, and
- Managing legal compliance

AGL has documented policies and procedures in each of these areas. These policies and procedures are also strictly followed in practice to ensure that our operations are in full conformance with the required operating and quality standards.

The NVR Act and SRTTO 2015 requires AGL to comply with the following additional requirements:

Australian Qualifications Framework (AQF)	The AQF regulates the standards and contents of qualifications in the Australian education and training system. It describes the learning outcomes required in each level and type of qualification. It also regulates the policies and standards required for issuing Australian qualifications.
Fit and Proper Person Requirements 2011	According to this requirement the main authorities managing the RTO operation must have high character and moral principles to run the organisation, and they must be deemed 'Fit and Proper'. They must have sufficient moral integrity, honesty, and character, and must conduct themselves in professional and honest manners.
Financial Viability Risk Assessment Requirements 2011	According to this requirement AGL must always be able to present an acceptable level of financial viability. It should generate enough revenue to sustain its operations.
Data Provision Requirements 2020	This provision requires AGL to provide specific data to the Australian Skills Quality Authority (ASQA) e.g., certificate of business registration, names and details of managerial agents, and a range of other information such as reporting student enrolment, course progress and achievements, and client satisfaction.
Additional ASQA requirements, such as:	<ul style="list-style-type: none"> • Required to make annual declaration of its compliance status • Maintain and provide up-to-date records about its operations • Update ASQA on any changes in its operation e.g.: <ul style="list-style-type: none"> ○ Change of address ○ Change in the structure of the legal entity ○ Third party engagement and agreements, and ○ Change of ownership

AGL's compliance with these Acts, standards and requirements confirms that our training and assessment management systems are systematically planned, regulated by very high standards, and the students could be fully confident about the quality of our training and assessment services.

Smart & Skilled Funding

Most training programs run by AGL are funded by the state governments under various funding arrangements. AGL is prominently involved in the New South Wales (NSW) government’s training support and funding arrangements called ‘Smart and Skilled’.

‘Smart and Skilled’ is the main part of the NSW vocational education and training initiatives. ‘Smart and Skilled’ provides eligible students with:

- An entitlement to government-subsidised training up to and including Certificate III,
- Government funding for higher-level courses (Certificate IV and above) in the targeted priority areas

Students’ eligibility for receiving ‘Smart and Skilled’ funds for AGL training courses depends on meeting certain eligibility criteria, for example, you must be:

- An Australian Citizen or New Zealand Citizen or Permanent Resident or Humanitarian Visa Holder
- Aged 15 years or older
- Not at school, and
- Living or working in NSW

If a student meets the above criteria and they haven't completed a Certificate IV or higher-level qualification, they may be entitled to enrol in AGL’s ‘Smart and Skilled’ funded courses up to the Certificate III level.

However, having completed a Certificate III level qualification does not affect a students’ eligibility. They can also enrol in subsidised Certificate IV, Diploma or Advanced Diploma level courses if the funds are available for them.

To check your eligibility for the ‘Smart and Skilled’ training support you may visit <https://smartandskilled.nsw.gov.au/> or call 1300 772 104.

The percentage of fee you pay to AGL, and the ‘Smart and Skilled’ fee support you will receive depends on your eligibility. The courses are generally heavily subsidised for all eligible participants with further concessions for those in receipt of government benefits.

For example, if you are a Centrelink income support recipient, your training could be fully government subsidised. ‘Smart and Skilled’ also may fully subsidise the cost of your qualification if you:

- Are Aboriginal or Torres Strait Islander (through descent, self-identification, or community identification)
- Meet the ‘Smart and Skilled’ disability criteria (proof of a disability support pension or documentary evidence from an appropriate medical professional is required), and
- Are dependant of disability support pension recipients

You could also be eligible for concession fee. Concession fee is discounted fee applied to disadvantaged people who are studying for qualifications up to and including Certificate IV. The concession fee applies to the whole qualification and is a flat fee set for each qualification level.

To be eligible for the concession fee, you must meet the government subsidised fee requirements and meet one of the following criteria. You should be:

- Receiving a specified Australian Government welfare benefit or allowance (e.g., age pension, carer payment, Newstart allowance, Veterans' Affairs pension, single parenting payment or youth allowance) at the time of your enrolment, or
- The dependant of a recipient of specified Australian Government welfare benefits or allowances.

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AGL's involvement with Smart and Skilled (or, NSW Government Funding Support) puts additional legal and operational responsibilities to AGL. These include:

- Complying with Smart and Skilled Framework in training and assessment
- Reporting students' training commencement and activity data to Smart and Skilled
- Submitting 'Smart and Skilled' performance monitoring report

Involvement with Smart and Skilled also requires AGL to become extra-vigilant in protecting students' rights and fees. You may access details of these obligations via: <https://www.nsw.gov.au/education-and-training/vocational/funding/policies-smart-skilled>

Copyright Act 1968

The act regulates and controls the practice of copying, reproducing, adapting, and publishing contents or information or materials from the original author or publisher or others' work. Here are some rules AGL follows in relation to copying and using information or contents from a published material:

- One cannot fully photocopy a textbook to provide learning materials
- One may copy only up to 10% of the number of pages in a collection of works
- One may copy only up to 10%, if the size of the material is not more than 15 pages
- One may copy one or more articles in each issue of a newspaper or magazine
- One may copy whole of any work if the user of the materials has checked with the publisher and the work would not be available to purchase within 14 days (or six months for textbooks) at the price one would normally pay.
- When the material is being used for writing handout or learning materials or assessments, one must acknowledge the copyright holder/s by stating at least the title of the work, its author, the name of the publisher and the date of publication following the appropriate referencing convention e.g., the Harvard Convention or APA (American Psychological Association) Convention.
- One must record the details of the copies made while photocopying copyrighted materials, and
- Students may be allowed to copy up to 10% of a chapter from a printed textbook.

There are some exceptions to the above rules where people other than the copyright owner may reproduce the material without approval. They are:

- Those who hold statutory license such as schools and government bodies can use copyrighted materials without seeking approval
- When properly acknowledged and referenced the copyrighted materials can be used for research, study, criticism, or review or assessment writing purposes.

For more information regarding the Copyright Act 1968 please visit: <https://www.legislation.gov.au/Details/>.

AGL expects its students also to be aware of these copyright rules and follow them while photocopying materials or writing their assignments.

Unique Student Identifiers Act 2014

Under this Act, AGL must ensure that all its students have valid unique student identifier (USI) unless a student has been granted an exemption. Unique student identifier (USI) is a reference number made up of numbers and letters which creates a lifetime record of the accomplishment of the nationally recognised qualification in Australia.

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Under the obligation of this Act, AGL must ask students to provide us with their USI or provide us permission to create a USI on their behalf. If they are giving permission to AGL to create or access a USI, they need to provide us with valid forms of identification (ID) and complete the approval in the enrolment form. The ID will be destroyed once we have used it, and the completed form will be kept as a record in the concerned student file.

If the student would like to create their own USI, they should follow the instructions provided in <http://www.usi.gov.au/Students/Pages/default.aspx>.

AGL would be unable to issue a qualification or a statement of attainment unless it has received the concerned students USI or a notice of exemption from the registrar. For information about exemption to provide an USI please visit: <https://www.usi.gov.au/exemptions>

Your Rights & Obligations

Safe Learning Environment

Students have rights to access safe learning environment where they feel physically, psychologically, and socially safe and comfortable. In a safe learning environment, students should be able to feel that they are protected from physical dangers and harms, psychological isolation and abuse, and social exclusion.

AGL provides safe learning environment to students by adhering to various regulatory standards discussed in 'Training Environment' including:

- Workplace Health and Safety Act 2011
- Sexual Discrimination Act 1984
- Disability Discrimination Act 1992
- Privacy Act 1988
- Anti-victimisation Policy, etc.

Learning Resources, Facilities and Services

All students would have rights to access AGL services equitably and fairly. This is protected by our strict adherence to the anti-discrimination laws and policy of inclusiveness. AGL also recognises that some people are more disadvantaged than others in being able to access AGL services and facilities, and individual students' needs to access the resources may vary.

AGL would undertake a needs identification survey at the time of enrolment and during the training to identify special needs of the disadvantaged and disabled students, it will make reasonable adjustments in training and assessment so that they could have access to learning like others (e.g., by providing LLN support, using plain English, providing extra time for assessment and learning, adjusting course fee or reviewing payment plan, adjusting training materials and training tools).

Refunds

All AGL students have rights to claim for fee refund if they wish to withdraw from the course or if they decide not to pursue the course. However, the amount of money refunded by AGL would vary according to the contexts and circumstances of seeking refunds.

The following rules will generally apply in the context of granting refunds:

- When a student gives a notice to cancel their enrolment within ten (10) business days or more prior to the commencement of a training program the entire amount of received fee will be refunded.

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- When a student cancels their enrolment after the commencement of a training program they will not be entitled to any refund.
- When AGL is forced to cancel the course because of unforeseen circumstances, the student will be entitled to a full refund.
- When AGL ceases to deliver the course after commencement or during its progression, the student will be entitled to receive pro-rata refund for the undelivered units of the course.
- When a student withdraws from a course, they may request in writing for a refund of the amount owing by completing a 'Application for Refund Form'. The refund will be made upon assessment of the provided and remaining services to be provided. The outcome of this assessment including the reasons and justifications of the assessment will be provided to the concerned student with twenty-eight (28) working days.
- When a student could not succeed in an enrolled course and requests for refund, that student will not be entitled to refund.
- There will not be any refund for the payments made to purchase learning materials and equipment for the course.
- Refunds may not be provided, if the refund applications are incomplete, and required evidence such as invoices and receipts were not included.
- All refund decisions can be appealed following AGL's 'Complaint and Appeal Policy and Procedures'

Access to Records

Students are entitled to access or obtain a copy of their record held by AGL. This may include their personal information and records of participation and progress in training.

To access records, students must request in writing by completing 'Access to Records Request Form' and explaining which record they want to access.

Access may be provided to review the record and/or photocopying the records for the requesting students personal reference, as per their request.

There is no cost to simply review the record at AGL office. However, where photocopies are requested, a cost may be charged.

Where a student considers the information hold by AGL is incorrect, incomplete, out of date or misleading, they can also request the information to be amended.

Where a student's request is in relation to re-issuance of a Statement of Attainment or Qualification, the 'Request to Reissue Certificate Form' should be completed also citing the reason why re-issuance was required. The cost will apply for each re-issued AQF certificate.

Generally, access to records can be made within 4 calendar days, and re-issuance of certificate can be made within 7 calendar days.

Complaints & Appeals

All AGL students have legally available rights to express their dissatisfaction, grievance or complaint against any of its services including:

- Application screening and enrolment processes
- Marketing information
- The quality of training and assessment services provided

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- Trainers/assessors and other AGL staff
- Attendance and progress monitoring
- Support services provided
- Resources and facilities
- Course fees and refunds
- Dealings and treatments by AGL staff and other students, etc.

And, AGL has legal and ethical responsibilities to listen to and address these complaints in a fair and transparent manner. For this purpose, AGL has developed a comprehensive ‘Complaint and Appeal Policy and Procedures’ which is available in its website: <https://academygreen.edu.au/student-info/>

AGL’s complaint handling policies and procedures are based on six (6) core principles:

Access	Making the complaints and appeal procedures visible and accessible to all involved
Natural justice and procedural fairness	Being transparent and fair to all parties involved
Impartiality	Objectively considering points of view of all involved parties
Confidentiality	Maintaining privacy and confidentiality of all involved parties
Eliminating victimisation	Protecting the complainant or eliminating any current or potential threat to complainant or appellant
Avoiding conflict of interest	Using impartial people in handling complaints and appeals

Complaint Handling Procedures

Before formally lodging a complaint, it would be advisable to go back to the person with whom you have a complaint and discuss your concerns with that person first.

For example, if you are a student and you don’t understand why you were given ‘Not Yet Competent’ result in a unit of competency, discuss the matter with the concerned assessor. This may help you in clarifying the issue and arriving at a common understanding or clearing the misunderstanding.

If the informal procedures did not resolve your issue, then you should follow the formal procedures. Pursuing formal procedures involves completing AGL ‘Complaints and Appeal Form’. This form is attached to AGL’s ‘Complaints and Appeal Policy and Procedures’. The following rules would generally apply in the context of following the formal complaints procedures:

STEP 1	There will be no time limit for you (a complainant) to lodge a complaint. In the case of an appeal (*Appeal is a request to review the unfavourable decision made against a complaint) however an appellant must lodge the appeal within 28 days from the date of receiving the decision.
STEP 2	After you submit the completed Complaints and Appeal Form, you will be provided a written acknowledgement of the receipt of complaint as soon as possible (not later than 24 hours) from the time the completed complaint or the appeal was received.

STEP 3	The written acknowledgement would inform you that you will receive a written response of your complaint within 14 working days. It will also describe the complaint/appeal handling processes and your rights and obligations.
STEP 4	The handling of a complaint or appeal would commence within seven (7) working days of lodgement.
STEP 5	A person making a complaint or seeking an appeal will always be provided with an opportunity to formally present their case at no cost. While presenting a case, another person who can advocate the case may accompany the complainant or appellant.
STEP 6	All complaints or appeals would be handled according to the principles of natural justice and procedural fairness. This means that the person making a complaint or seeking an appeal would be entitled to be heard with access to all relevant information, and with the rights to respond. The person making a complaint or seeking an appeal would also be entitled to have their complaint heard by a person without bias and interest in the case. All complaints and appeals would also be handled in the strictest of confidence.
STEP 7	Where a complaint is made about another person, AGL will be obliged to inform that person and provide them with the opportunity to respond to and present their information. This may be achieved through direct meetings or meetings via an electronic means. AGL will maintain a detailed record of these meetings. The information would be maintained and handled with strict confidence.
STEP 8	The complainant or appellant would not lose any of their current rights and privileges during the entire complaint or appeal handling time because of the complaint or appeal they have made.
STEP 9	A person making a complaint or seeking an appeal would also be provided with regular updates on the progress of their complaint or appeal. Such updates will be provided at least within two (2) weekly intervals.
STEP 10	As a benchmark, Academy Green Learning should attempt to resolve complaints as soon as possible. A timeframe to resolve a complaint within thirty (30) calendar days is considered acceptable and in the best interest of Academy Green Learning and the complainant.
STEP 11	All complaints or appeals cases would be resolved to final outcomes within sixty (60) calendar days of the receipt.
STEP 12	Where AGL Chief Executive Officer feels that more than sixty (60) calendar days are required to process and finalise the complaint or appeal, the CEO would advise the person making a complaint or seeking an appeal in writing, including reasons why more than sixty (60) calendar days will be required.
STEP 13	All decisions made in favour of the complainant or appellant would also be immediately implemented.
STEP 14	AGL would maintain written records of all complaints and appeals proceedings including details of lodgement, response, and resolution in the 'Complaint Registrar' which will be kept in confidence by AGL RTO Manager.

Where a complaint involves one person making allegations about another person, AGL would hear both sides before making any judgement. The person who would be affected by a decision made by AGL because of a complaint, would have the right to be fully informed about the allegation, and to be heard and respond to. For example, the person would have the rights to:

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- Put forward arguments in their favour
- Show cause why a proposed action should not be taken
- Deny allegations
- Call for evidence to disprove allegations and claims
- Explain allegations or present an innocent explanation, and
- Provide mitigating circumstances (information aimed at reducing the severity, seriousness, of something).

AGL would also have an obligation to fully consider the substance of allegations and the response provided by both parties before deciding.

AGL’s decisions would be communicated to the complainant and the subject of allegation in writing. This is to include advising these people of their right to seek a third-party review of decisions made by AGL.

Where an allegation of criminality or illegality is made, it would be outside the scope and expertise of AGL to investigate the matter. In such instances, AGL would have the right to report these allegations to law enforcement authorities. People alleged to be involved in the criminal or illegal activity will be advised in writing if this course of action is being taken.

Independent Third-Party Review

AGL provides the opportunity for the person making a complaint or seeking an appeal who is not satisfied with the outcomes of the complaints and appeals handling process to seek a review by an independent party.

Before the complainant or appellant decides to use an independent party, they will be requested to first allow AGL to fully exhaust the AGL’s internal complaint handling processes. If after this has occurred, and the complainant or appellant is not satisfied with the outcome, they can then seek a review by an independent third party.

To request a review by an independent third party, the complainant or the person making an appeal should inform the AGL RTO Manager of their request who will initiate the process with the AGL Chief Executive Officer.

In these circumstances the AGL Chief Executive Officer will advise of an appropriate and competent third-party independent of AGL to review the complaint (and its subsequent handling) and provide advice to AGL regarding the recommended outcomes.

This third-party should also be aggregable to the complainant or appellant. Thus, appointed independent third-party would be required to respond with their recommendations within fourteen (14) working days of the review being requested.

Where the AGL appoints or engages an appropriate independent party to review the complaint or appeal, the AGL will meet the full cost to facilitate the independent review.

Following an independent review, advice received from the independent party would be accepted by AGL as final.

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Where a complaint is received by AGL and the AGL Chief Executive Officer feels that there may be a bias in the outcome presented by the independent third-party, then the complaint would be referred to directly to the independent third-party for consideration and review of decision.

Code of Conduct

Based on our legal obligations and professional and ethical judgements, AGL has developed the following codes of conduct which all AGL students must follow:

- Treat everyone with respect and fairly
- Avoid harassment, discrimination, and victimisation
- Don't do anything that will offend and harm others
- Create safe, secured, and healthy environment for work and learning
- Respect others privacy
- Maintain confidentiality of information
- Talk about issues and use complaint procedures
- Report safety issues, accidents and near misses
- Make safe and legitimate use of technology
- Express your individual and special needs to get appropriate support
- Make personal commitment to learn
- Attend classes
- Submit assessments
- Claim your rights
- Observe your obligations
- Avoid drug, alcohol, and substances
- Provide constructive feedback

Other Rights

As emphasised throughout this handbook, you also have your personal rights to:

- Be respected
- Be treated fairly
- Be listened to
- Receive timely and accurate information
- Not to be discriminated
- Receive required learning support
- Express your individual needs and access them, and
- Raise issues and provide feedback

Paying the Required Fees

AGL charges fees for providing its training and assessments services. These fees must be paid, as agreed to, and as per the terms of the issued invoice.

The fee information relevant to a course including any applicable additional charges will be provided to students in their course brochure prior to enrolment, which will also be published in AGL's website.

The fee information will also be advised of in the Student Agreement, which should be carefully reviewed and signed by the student.

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The fee information will include a break-down of all costs involved in a course, e.g., the course fee, any materials fee or, any applicable levies.

The course fee will include the tuition fee for training and assessing a student in a course plus the fee for issuing one set of certification documents such as records of results and testamur. It will also include the cost of resources such as learning materials and equipment that are required for training. Optional or additional items are not included. And it will also not include the cost of reissuing certification documents.

The fee information would also include a schedule of payment, that is when the payment should be made during the duration of the training program, and the modes of payment.

Generally, students are expected to pay their fees and charges before the start of a training program. However, a schedule of fee payment may be negotiated with individual students according to their financial situation.

In terms of modes of payment, AGL accept payments by electronic transfer.

In accordance with Clause 7.3 of the Standards for Registered Training Organisations, AGL would not take an advance fee (including charges for materials and other costs) of more than \$1500 prior to the commencement of a course or, at any stage during the delivery of that course.

Where an employer is paying for a student’s course, an Employer Agreement will be provided at the time of enrolment outlining the total fees, payment terms and applicable schedule of payment.

Where the students training is supported or subsidised by the NSW Government’s Smart and Skilled, the qualification price and student fee is set by the government. The eligible student would pay a portion of the qualification fee, known as the student fee, and the balance will be subsidised by the Government directly to AGL. To understand how the fee subsidy works, please refer to:
https://www.training.nsw.gov.au/smartandskilled/prices_fees.html.

AGL would not be able to provide the training and assessment services if fees are not paid according to the agreed fee payment schedule outlined in the Student Agreement or Employer Agreement.

Where a student reconsiders their enrolment into a course or the terms and conditions of enrolment, they can step out from their agreement within ten (10) days cooling off period from the dates of their enrolment or agreement.

Attendance

AGL expects all enrolled students to attend each training event as per the training schedule provided to them upon enrolment or commencement of training.

They are also expected to arrive on time and stay until the end of each training session. They should record their attendance in the provided attendance sheet, which is monitored daily by their trainer/assessor.

The trainer/assessor may prevent the student from joining a training session if they are late.

AGL expects that students should attend all of the scheduled duration of a training course. A written reminder would also be issued if a student is absent from any scheduled training program.

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Where the students' absences are due to illness or other compassionate reasons, appropriate supporting documents such as medical certificate should be provided.

So far as practicable, students are expected to advise of their likely absences in the training sessions to the AGL office or, the allocated trainer/assessor, or the workplace supervisor beforehand.

Training Participation

AGL also expects that its students actively participate in the training they are enrolled in. Participation is not just attending the training sessions. It means being actively and enthusiastically involved in the learning process. Practically, this may mean:

- Questioning the trainers/assessors to clarify understanding
- Actively contributing in groupwork
- Making class presentations
- Role-playing scenarios
- Doing homework and submitting assessments on time
- Practicing learned skills to build confidence
- Submitting assignments and assessments on time

Undertaking Assessment

At the beginning of the delivery of each unit (sometimes this could be group or cluster of units), your trainer/assessor will tell you about the assessments of that unit or unit cluster. During this presentation, you will know how many assessments you are required to do, what types of assessment they would be, and how you may undertake these assessments including the performance criteria through which you will be assessed to determine your competency or learning outcomes. The due dates and submission procedures of the assessments will also be discussed during this time.

AGL expects you to submit/undertake all required assessments on the due date or given time following the assessment and submission guidelines provided. The submitted assessment must be your own work and where the ideas or text have been borrowed or drawn from others, they must be appropriately referenced.

Before completing your assessments, you should be thoroughly prepared by reading the required materials or text or practicing the required job skills. If you are not fully confident with your preparation, you should repeat your practice several times before you undertake the assessments.

While submitting your assessments you should declare that you:

- Were fully prepared to do the assessment
- Were provided required equipment and resources to do the assessment
- Did not plagiarised or cheated to do the assessment, and
- Submitted your own work

You should also keep a copy of all your submitted assessment to re-submit them in case they are lost or damaged.

When your trainer/assessor will mark your assessment, they will give you an outcome of either Satisfactory (S) or Not Satisfactory (NS) for each question or task. You must successfully complete all assessments, and all tasks or questions within an assessment, to achieve an overall outcome of Competent (C) in a unit.

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If any of the tasks are assessed as 'NS', you will be given an overall outcome of Not Yet Competent (NYC) in that unit. You will be given two more attempts to bring your results to the satisfactory level, if you were deemed 'NYC', but you should make your best efforts to gain 'Competent' outcome in your very first attempt.

If you do not agree with your trainer/assessor's assessment decision, you can lodge an assessment appeal.

Plagiarism and Cheating

While AGL encourages cooperative effort and sharing of information while preparing assessments, students must ensure that their submitted assessments represent their own understanding, knowledge, and skills. They must not take the work of others and present them as their own.

Plagiarism occurs when a student tries to submit someone else's work or ideas as their own. For example, when a student uses someone's information, opinions, or theories without appropriately acknowledging or referencing them.

Cheating is copying someone else's work, test answers or assignment.

AGL does not tolerate plagiarism or cheating. It expects its students to act with integrity. While submitting their assessments, students are required to declare and sign that they have not plagiarised or cheated or colluded with another student while doing the assessment.

If a student is found plagiarising or cheating or colluding while preparing their assessment, AGL will be obliged to take disciplinary actions. Depending on the circumstances, the disciplinary actions may include asking the student to re-submit the specific assessment or repeat the assessments of the entire unit, or even suspension or cancellation of enrolment.

Communication with AGL

It is important that AGL has correct and current information regarding its students, not only for us to be able to contact you but also for our reporting obligations. Certain information is key in this communication such as:

- Any name changes
- Residential address
- Contact phone number
- Emergency contact details
- Changes in employment status

If these details have changed, students have obligation to report the changes within 7 days of the change occurring. To update their details, they may call AGL Head Office on: (02) 8325 0177 or visit AGL.

Disciplinary Action

AGL can take disciplinary action against any student who does not abide by the requirements of this Handbook including the advocated AGL's codes of conduct or, who does not follow the legitimate instructions or lawful direction given by a member of AGL staff (including trainers and assessors) or, who behaves in an inappropriate manner towards another student or staff member.

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The nature of disciplinary action taken would vary according to the nature of students action or indiscretion. Sometimes, this may lead to suspension or cancellation of enrolment. When the indiscretion is of a criminal nature, it may involve reporting to the law enforcement authorities.

However, AGL will follow a considered and consistent approach before taking disciplinary actions. It will assist the student through counselling, reminders and discussing the issue, before taking any disciplinary action.

Students also have rights to challenge the disciplinary action taken through AGL’s complaints and appeal mechanisms or by appealing to appropriate external agencies such as National Training Complaints Services and Australian Skills Quality Authority.

Your Learning Journey

Enrolment in an AGL training program starts with a student or employer enquiry. Based on this enquiry, the prospective student and employer will be provided with pre-enrolment information so that they could make an informed decision about selecting AGL and the specific program. The information would include:

- Information about training and assessment, e.g.,
 - Estimated duration
 - Location at which the training will be provided
 - Modes of delivery
 - The qualification requirements comprising of core and elective units
 - Assessment requirements including modes and methods of assessment
 - Whether RPL and Credit Transfer are available
 - Any work placement requirements
 - Information in relation to the issuance of the AQF certification documentation
- Information about fees and support services, e.g.,
 - LLN support
 - Disability support
 - Reasonable adjustments
 - Fees, instalments, and modes of payment
 - Government support and concessions
 - Fee protection policy
 - Refunds of paid fees
- Information about students’ rights including:
 - Complaints and appeals process
 - Students’ rights as a consumer
 - Students’ rights to receive refund
- Information about students’ obligations, e.g.,
 - The payment of fees for the provision of services, including payment terms, deposits, and refunds
 - Any course entry requirements including, LLN, visa and employment requirements
 - Any materials and equipment that the student must provide during their course
- Information about workplace obligations, where applicable, e.g.,
 - Obligation of the workplace to provide equipment
 - Obligation of the workplace supervisor to monitor workplace performance

Where the prospective student is satisfied with the provided information, they will be required to complete an ‘Enrolment Application Form’. This form will seek information about the student and their evidence of

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meeting AGL’s entry requirements (and the Smart and Skilled requirements for the government subsidised training where it applies).

All applicants who meet the entry requirements published in the respective AGL course information will be eligible to apply for enrolment. Those students who are seeking Smart and Skilled funding support may also be required to satisfy additional criteria.

All prospective student applications will be treated equally. However, because of AGL’s limited capacity all applications may not be accepted. Applications for enrolment will accepted on the ‘first come, first served’ basis, also on the merit of the applicant.

Before confirming the enrolment, the candidate may be required to:

- Participate in a pre-enrolment interview
- Undertake a Language, literacy, and numeracy test
- Provide evidence of entry requirement credentials
- Provide employment related documents
- Provide ID and other documents required for accessing the government funded program

When all enrolment requirements are satisfactory, and all required documentation is completed and submitted, the applicant will be formally enrolled. Before confirming the enrolment AGL Administration would:

- Check completed enrolment form and enrolment agreement for accuracy and completeness of information
- Counter sign and date the enrolment form as received
- Collate application information and confirms that the student meets the pre-requisites for the course.
- Request the Student Identifiers Registrar to verify the Unique Student Identifier (USI)
- Post or email the invoice/receipts to the enrolled student
- Create the course folder and the student file
- Input enrolled student detail into the Student Management System
- Where the student requires additional support or adjustment into the course, that will be communicated to the allocated trainer/assessor

Unique Student Identifier (USI)

AGL requests that all students provide their USI at the time of enrolment. Providing a USI is a mandatory requirement except on some exceptional circumstances. If a student does not have an USI, AGL can assist you in getting one.

Program Induction

At the start of a program, students will be provided with an induction. The induction will provide each student with specific details about the course requirements, program structure, participation and attendance requirements, important calendar dates during the progression of the course, for example, dates of workplace visits or workshops, assessment submission dates etc.

The course induction will also provide an opportunity for the student to meet the allocated trainer/assessor, workplace supervisor (where applicable) and the other students. It will also provide induction on health and safety requirements including emergency evacuation procedures and incident reporting, as well as a range of other important matters relating to your rights and responsibilities as a student. On this occasion,

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students will commence their first unit of competence and receive their first set of learning and assessment materials.

Course Suspension & Cancellation

A suspension is a pause in training, either initiated by the student or AGL. A student can request a suspension of enrolment or training under compelling and compassionate circumstances.

AGL may also initiate a suspension of a student’s enrolment if the student significantly breaches AGL’s Code of Conduct or demonstrates continuing unacceptable behaviours or misconduct including failure to pay agreed fees, continuing absences, and failure to make academic progress.

When AGL initiates a student suspension, the concerned student will be advised in writing and given twenty (20) working days to respond including their rights to access AGL’s complaint and appeal procedures. If the complaints and appeal process is invoked, the suspension will not be activated until the internal processes of complaint and appeal is completed.

A student may notify AGL at any time of their intent to cancel or withdraw from the program. The student must consider any financial penalties or implications in considering this action. Students should refer to the fees and refunds policy.

AGL may decide to cancel a student’s enrolment if the student breaches AGLs codes of conduct. AGL will advise the student in writing with the reason/s for intending to cancel their enrolment. The student will have twenty (20) days to respond to the letter. The student may wish to refer to the disputes and appeals policy for more information.

All intentions or expressions to cancel, withdraw or suspend a student’s enrolment, must be made in writing to AGL immediately.

Feedback

AGL continuously looks for ways of improving its training and assessment services. We do this by identifying opportunities for improvement through feedback from a wide range of stakeholders such as students, staff, employers, industries, advisors, consultants, and by analysing and incorporating that feedback for the improvement of policies, procedures, and systems.

At the conclusion of each unit, and the entire program, AGL request feedback from each student on their experiences.

Our continuous improvement system includes three main components:

- Continual feedback collection
- Analysis of feedback received, and
- Incorporation of improvement measures

You, as an AGL student, are the most important factor in collecting feedback. We value the input of all AGLs stakeholders and as such, invite you to contribute to this continuous improvement system.

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