



**LG TRAINING
ACADEMY**

Student Handbook

Policy
Document

About us

Local Government Procurement (LGP) Pty. Ltd, owner of 100% shares of Australian Academy of Transformative Education (AATE), is the business arm of Local Government NSW (LGNSW), the peak body of all councils of NSW. A not-for-profit organisation, it is a 'prescribed entity' under Local Government Act 1993 (NSW). For over a decade now, LGP has been contributing extensively to capability building of the sector, thus gaining expertise and edge over others. Under the business name LG Training Academy (LGTA), AATE operates as a Registered Training Organisation (RTO Code 45450) based in Sydney NSW that is authorised to offer courses across Australia. Besides the accredited qualifications on scope, it also offers numerous non-accredited courses in procurement, contracting and project management.

Version 1.4 Student Handbook Release Date 01/12/2025



Table of Contents

About us.....	1
Welcome message	4
Introduction	5
General Information about us	5
Overview	5
Our Mission Statement, Values and Objectives	5
Mission Statement	5
Values.....	5
Our Objectives	6
Information available before enrolment.....	6
Getting started with your training course at LGTA	6
Computing skills and device.....	7
Key characteristics of training offered by LGTA.....	7
Student support, facilities, and resources available to the students	7
How are student needs proactively identified and addressed?	7
Strategies to support positive learning outcomes.....	8
Students at risk.....	8
Extensions and re-enrolment	9
Mode of student assistance.....	9
Resources available to the students	9
Diversity and inclusion	10
Our commitment.....	10
Inclusive and safe learning environment	11
Managing discrimination, harassment, and vilification	11
Reporting and support.....	11
Training delivery.....	12
Courses we offer	12
Academic and admin support.....	12
Details of training and learning activities	13
Legislative and regulatory requirements	15
Training and Assessment	15
Principles of assessment.....	16
Rules of evidence.....	16
Preparation and submission of assessment.....	17



Plagiarism.....	17
Assessment submissions	19
National Recognition	19
Recognition of Prior Learning (RPL)	19
Credit Transfer	20
Transitioning to a new qualification	20
Complaints & appeals	20
Continuous Improvement.....	21
Course fee payment and cancellation policy	22
Payment of fees	22
Cancellation policy	22
Qualification or Statements of Attainment.....	22
Information collection and confidentiality	23
Acknowledgement Declaration	24
LGTA contact details.....	25
Review Log	26



Welcome message

Dear Learner,

On behalf of LG Training Academy (LGTA), a Registered Training Organisation (code 45450), I extend a warm welcome and thank you for considering us for your education and professional development.

Enrolment in a Nationally Recognised Training (NRT) is a crucial step towards furthering your skills and knowledge and an investment in capability building. It will be a great opportunity for us to assist you in achieving your career goals. We will be glad to facilitate an exceptional learning experience that will cater to current and future needs of the industry and professional practices.

This Student Handbook will give you an insight about LGTA, the services we offer, how we are different from other RTOs, and the processes involved in enrolling and completing the course with us. To help us in our continual improvement endeavour, your feedback will be greatly appreciated.

Should you have any further queries or need assistance, please feel free to contact me on the details given below or the Training Team on 02 8270 8749/ training@lgp.org.au.

Thank you once again and look forward to celebrating your learning achievements. Wish you all the very best!

Yours sincerely,

Niv Roy

Head of Training

M: 0466 730 969

E: nroy@lgp.org.au

Introduction

This Handbook gives you some general information you would need for completing your learnings and assessments by enrolling in any of the qualifications offered by LG Training Academy (LGTA). It also outlines LGTA's obligations to you as a service provider and your obligations to us and your fellow learners. Please note that this handbook does not provide you with specific information about the course you wish to enrol in and for that you need to visit our website <https://lgp.org.au/training/> or contact the Head of Training on 0466 730 969, nroy@lgp.org.au or the training team on 02 8270 8749, training@lgp.org.au.

General Information about us

Overview

LGTA is passionate about measuring successful learning outcomes for you. This means that we have developed robust processes to ensure the success of each student's education goals. Our approach is to provide you with a safe, fair, and supported environment to participate in training and assessment.

We have modern, up-to-date facilities, and can boast of a team of qualified and dedicated trainers and assessors. We are responsible for the quality of the nationally recognised training and assessment we deliver. This means that we will always comply with the regulations that govern the RTOs and other applicable regulatory and legislative requirements.

To ensure our compliance with the framework and standards above, we implement rigorous internal policies, procedures and systems that ensure that our operations are always compliant. We are also responsible for issuing your Australian Qualification Framework (AQF) certification documents in line with the procedures outlined in this handbook. At any point in time, you feel we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy outlined further on in this handbook.

Please spend time to go through the details of this handbook and confirm your understanding in the declaration.

Our Mission Statement, Values and Objectives

Mission Statement

Providing specialised, high-quality training and education to industry professionals and help them advance their careers.

Values

- Equity and access- Everyone who requires our services is welcome to use them.
- Quality- A qualification from us should be recognised as proof that the individual obtained quality training.
- Continuous improvement -We are constantly searching for ways to improve our client services.
- Respect for everyone - We tailor our services to the specific requirements of each client.
- Integrity- We are devoted to the highest ethical standards.



Our Objectives

- Industry Engagement: We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations.
- Training staff: We strive to attract, recruit and retain talented, competent and committed trainers and assessors. We promote excellent performance through leadership and ongoing targeted professional development.
 - Safety and Equality: We are committed to providing an environment which is safe, equitable, and promotes a confident and productive training and assessment environment.
- Integrity and Ethics: We conduct ourselves in accordance with shared and agreed standards of behaviour and hold ethical conduct and integrity as our highest priorities.
- Quality Committed: We aspire to deliver consistent, high-quality services, and apply quality systems that support training and assessment superiority; and
- Student Focused: We thrive on providing training and assessment that is student focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high quality training and assessment experiences.

Information available before enrolment

The following information is available to all prospective students prior to enrolment via our website and marketing materials. Further a detailed overview is provided during the pre-enrolment review session conducted by the Head of Training for all prospective students. This session also provides an opportunity to the students for clarifying any more queries they may have. These ensure that the student can make a sound decision based on all the relevant aspects of the training they wish to undertake:

- Information about, amongst other things, all fees, and charges.
- Applicable qualifications/courses by the appropriate code and title.
- The currency of the qualifications/courses in question.
- Duration of training and the assessment requirements.
- Modes of delivery and delivery locations.
- Entry requirements and or pre-requisites for the course.
- Expectations from the students.
- Information about Unique Student Identifier (USI)*,
- Student support, facilities, and resources.
- Pre-enrolment training review process.

* Students are responsible for obtaining and maintaining a valid Unique Student Identifier (USI). LGTA cannot issue AQF certification without a verified USI.

Getting started with your training course at LGTA

After the pre-enrolment review session, you register for the course. Once the training course is confirmed to go ahead as planned based on the student numbers, you will be provided with an outline of your training program which will include:

- Program of study and the units/competencies to be obtained.



- LLN requirements.
- The name of the qualification to be issued.
- Detailed training and learning schedule including the expected timeframe for achieving these units/competencies.
- Learning resources and support services available.
- Assessment requirements and submissions.
- Course delivery mode.
- Course fee payment.
- Cancellation policy
- Confirmation of delivery mode (in-person/online/hybrid) based on the majority preference of the learner cohort.

Changes if any that happens subsequently, the students will be notified in time.

Computing skills and device

To be successfully able to complete this course, you should have basic computing skills that may include the essentials of Word, Excel, PowerPoint, email system (e.g., Outlook, Gmail etc.) and Internet search engine (e.g., Google).

You are expected to have your own computing device to access the course resources and complete all the required assessments.

Key characteristics of training offered by LGTA

We offer innovative, responsive, and student-centric training that reflects the learning styles and needs of our students and industry. Industry consultation helps in incorporating the feedback into our training and business operations. This also helps us to create innovative methods of training delivery and skills development that improve our performance, productivity and be more responsive to the needs of our students. Our training courses therefore are more practical and workplace relevant, thus improving career progression opportunities of our students.

Qualified trainers and assessors with recent and relevant industry expertise are engaged to deliver the courses. They use the adult learning principles and incorporate them into the training and assessment strategies of the training programs.

Participants are encouraged to take responsibility for their own learning and to actively participate in the learning and assessment process. To get the best outcome, we maintain an environment conducive to the learning and professional development of the students.

Student support, facilities, and resources available to the students

How are student needs proactively identified and addressed?

We ensure that student needs are proactively identified, even prior to enrolment via pre-enrolment review process. Any special needs identified in this process are systematically monitored and addressed by the Training Administration Officer, in consultation with the Head of Training and respective trainers and assessors, throughout the learning journey of the students.

Strategies to support positive learning outcomes

We aim to support all our students to ensure positive learning outcomes via a range of strategies:

- Students facing personal difficulties that may affect their learning can approach the Head of Training for personal/career advice and counselling.
- Assistance may include a deferment of study, help with a special consideration application, or referral to further student support service or external counsellor.
- Students who specifically require assistance with study skills can obtain practical advice on assignment writing; course-specific language and learning skills, and assistance with any language, literacy, numeracy or digital problems,
- Adequate time provided to the students for working on the assessments as per learning and training schedule. Any difficulties in meeting the deadline can be discussed with the Head of Training.
- The expected completion time of the course is included in the detailed schedule. However, depending on the requirement, an extension of up to 6 months can be given without incurring any additional cost. Thereafter, in discussion with the student, LGTA can provide ongoing support to help student complete the course, but an agreeable additional cost and timeframe as outlined. If the student fails to complete even after the agreed extended timeframe, they will have to reenrol with the next offering.
- All assessments submitted will be marked at the completion of each unit within 4-6 weeks and feedback provided.
- We can organise information and assistance regarding any disability related matters as per commonwealth disability discrimination act 1992.

In accordance with Outcome Standard 2.6 (Wellbeing), LGTA identifies the wellbeing needs of its student cohort by reference to the training product content and advises students of the availability of wellbeing support services. Students are encouraged to contact the Head of Training or the Training Team if they require wellbeing support, or to access the external support services listed in this handbook.

Students at risk

LGTA has intervention strategies, including scheduled and on demand support services to enable the students complete qualifications within the expected time frames. Students who are not progressing as expected and lagging behind, as per the schedule of training and learning and there is no response from them on the progress follow-up are identified as early as possible. They will be treated as “students at risk” of not completing within the specified time frame. Additional support to help them progress and granting extension, both at no cost and at additional agreed cost and timeframe will be a part of the intervention strategy. If the student fails to complete even after the agreed extended timeframe, they will have to reenrol with the next offering.

Extensions and re-enrolment

LGTA recognises that unforeseen personal, professional, or workplace circumstances may affect a student's ability to complete training within the scheduled timeframe. Students may request an extension of time in writing, which will be assessed based on engagement, progress, and individual circumstances, with extensions of up to six (6) months considered at no additional cost. Where a student does not complete the course within the approved extension period, re-enrolment in a future intake will be required to continue training and assessment.

Mode of student assistance

Students can reach out for assistance via numerous modes. They can:

- Reach out to the Head of Training on 0466 730 969 or the Training Team on 02 8270 8749 on phone between 8.30AM-4.30 PM, during the weekdays (except public holidays).
- Discuss with trainer and assessor in class or after the class hours through email with specific queries to training@lgp.org.au.
- Send an email to the Training Team on training@lgp.org.au for all other queries.

Resources available to the students

All students are provided with training resources and assessment materials for all units of competency and additional training documents as required. Ongoing help is available through the trainer and assessor and the training team through the scheduled support session and other on demand sessions.

The learning resources include:

- Learner packs with class activities and self-learning activities, assessment packs (student), PowerPoint presentation, student handbook, class activities book, case studies (real workplace-based scenarios) and role-playing activities.
- Templates and additional resources to complete the assessment tasks.
- Access to several free student tutorials, tools and videos, and other additional resources like:
 - <https://training.gov.au/> Government Website updates.
 - Information from the Industry skills councils/SSOs.
 - Updates from other industry bodies.

For students requiring additional support with their studies, work, or life, LGTA also provides the following referrals to community organisations that may be able to assist. Please note that some of these services may attract a fee which is payable by student:

- Reading and Writing Hotline: Telephone: 1300 655 506 Website: <http://www.literacyline.edu.au/index.html>. For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.
- Centrelink: Telephone: 131021 Website: www.centrelink.gov.au . If you are completing a full-time course, you may be eligible for benefits through Centrelink.



- Australian Human Rights Commission: Telephone: (03) 9281 7100 Website: <https://www.humanrights.gov.au/>. The Commission can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple. You can also discuss disability rights and direct you to a network of advocates. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.
- 24-hour Counselling Hotlines Lifeline Telephone: 13 11 14 Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.
- Suicide Helpline Telephone: 131 114
- Beyond Blue (depression) Telephone: 1300 224 636
- Quit Line (to stop smoking) Telephone: 137 848
- Other Counselling Services
 - MensLine Australia (for men with family and relationship concerns): 1300 789 978
 - Men's Referral Service (for men concerned about their anger or violence): 1300 766 491
 - Interpreting Service: 131 450
 - Fair Work Australia: Telephone: 1300 799 675 Website: www.fwa.gov.au/index.cfm. Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.
- Legal Aid: NSW <http://www.legalaid.nsw.gov.au/get-legal-help/advice>
- Aviation Search & Rescue: 1800 8150257 Coast Guard Search & Rescue: 9598 7003
- Maritime Rescue: 1800 627 484
- Centre Against Sexual Assault: 1800 806 292
- Poisons Information Centre: 131 126
- Nurse-On-Call (24-hour health advice and information from a registered nurse): 1300 606 024
- Family Drug Help: 1300 660 068
- Medical Centres around LGTA
 - Medical Centre Sydney CBD, Suite 12, Level 7/428 George St · In Dymocks Sydney · (02) 8091 0558
 - Next Practice Sydney CBD, Shop 1/20 Bridge St · In Exchange Centre · (02) 8311 3580
 - Macquarie Street Medical Centre, Level 1, Macquarie Chambers, 183 Macquarie St (02) 9232 332

Diversity and inclusion

LGTA is committed to providing a learning environment that is safe, inclusive, respectful, and free from discrimination, harassment, bullying, or vilification. We recognise and value the diversity of our student cohort and are committed to ensuring that all students are treated with dignity and fairness and are able to participate fully in training and assessment.

Our commitment

LGTA promotes diversity and inclusion by:

- Providing equitable access to training and assessment services



- Fostering a learning environment that respects individual differences, backgrounds, beliefs, and experiences
- Ensuring students are supported regardless of age, gender, disability, cultural or linguistic background, religion, or other personal attributes
- Actively preventing discrimination, harassment, bullying, and victimisation

This commitment aligns with LGTA's values of equity, respect, integrity, and student-focused service delivery.

Inclusive and safe learning environment

LGTA takes reasonable and proactive steps to ensure that:

- Learning and assessment environments are welcoming and inclusive
- Training delivery and assessment practices are fair and flexible, with reasonable adjustments made where required
- Students feel safe to express concerns or seek support without fear of disadvantage or reprisal

Any behaviour that undermines a safe and inclusive learning environment will not be tolerated.

LGTA is also committed to fostering a culturally safe learning environment for First Nations people, in accordance with the requirements of the Standards for RTOs 2025 (Outcome Standard 2.5).

Managing discrimination, harassment, and vilification

LGTA does not tolerate any form of discrimination, harassment, bullying, or vilification, including conduct based on race, religion, ethnicity, or cultural background.

This includes, but is not limited to:

- Racism or racial vilification
- Religious discrimination or vilification, including antisemitism
- Harassment, intimidation, or exclusionary behaviour
- Offensive language, symbols, or conduct that may reasonably cause distress or harm

Antisemitism, including hostility, prejudice, or discrimination directed against Jewish people or those perceived to be Jewish, is treated as a serious breach of LGTA's behavioural expectations.

Reporting and support

Students who experience or witness discrimination, harassment, or vilification are encouraged to report the matter as soon as possible. Reports can be made through:

- The trainer or assessor
- The Training Team

- The Head of Training

All reports will be:

- Taken seriously
- Managed confidentially where possible
- Assessed fairly and impartially
- Addressed in accordance with LGTA's Complaints and Appeals Policy

Students will not be disadvantaged or victimised for raising a concern in good faith.

Where concerns relating to discrimination, harassment, bullying, or vilification arise, including antisemitism, students have the right to make a complaint in accordance with LGTA's Complaints & Appeals process outlined further on in this handbook.

Training delivery

Courses we offer

The following courses are currently on scope of LGTA, and these are tailored to suit specific needs of the industry and students.

1. BSB50820 Diploma of Project Management
2. BSB50420 Diploma of Leadership and Management
3. BSB50120 Diploma of Business
4. PSP40616 Certificate IV in Procurement and Contracting
5. PSP50616 Diploma of Procurement and Contracting
6. PSP60616 Advanced Diploma of Procurement and Contracting
7. BSB41419 Certificate IV in Work Health and Safety
8. BSB40820 Certificate IV in Marketing and Communication
9. BSB50320 Diploma of Human Resources Management

The advertised courses proceed as planned, subject to getting the minimum required numbers. In the unlikely event that a course becomes unviable to deliver, LGTA will consult with affected students and provide suitable options to minimise disruption, which may include alternative delivery dates, modes, or refunds in accordance with policy.

Please visit our [website](#) for more details around duration, entry requirements, admission requirements and other information related to these courses and other training offerings of LGTA.

Academic and admin support

Dedicated trainer/s will deliver each course. Administrative support is available to all the students during workdays of the week (except public holidays) through Training Administration Officer, between 8.30 AM to 4.30PM. Additional academic support will also be provided after the training sessions.



- A minimum of four hours of academic support session for each UoC/Module will be scheduled. It is expected all the students attend these sessions, unless unavoidable. These are delivered online.
- Additional support sessions may be organised on a need basis, and the students can contact the Training Admin team for this. These support sessions will be delivered online.
- Generic student support service such as study skills, employability skills, etc. will be provided during support workshops upon request.

Details of training and learning activities

Activities	Details
Training session	<ul style="list-style-type: none"> • The sessions are delivered as per the session plan. • LGTA offers a hybrid model with both in-person and online attendance. However, to maintain the quality of delivery and ensure good learning experience for the students, preference of the majority students in a cohort is taken into consideration. The option of online attendance will still be available for those interested, even if majority in the learner cohort opt for in-person attendance. • This trainer uses the slide deck for the UoC covered and gets the students to complete the formative assessments in the class. • It is expected the students attend all the training sessions unless unavoidable. • All sessions are recorded and made available to the students for review and reference. • Students who miss any training session can review the recording and LGTA can organise a catch up with the trainer as needed.
Mandatory support session	<ul style="list-style-type: none"> • During these sessions, the trainer reviews the learnings from the UoCs covered during the month discuss the requirements of the summative assessments with the students. • Students will use this opportunity to clarify their queries on the topics covered and or the assessment requirements. • They can also present the roleplays of the assessments during these sessions, if ready. • It is expected the students attend all the training sessions unless unavoidable. • Students who miss any of these sessions can request for catch up session with the trainer as needed. • Additional sessions on demand can also be organised if needed.
Guided and individual learning	<p>Purpose: To emphasise intrinsic motivation and to engage learners in developing experiences by integrating their experiences, beliefs and life goals into curriculum needs and training requirements.</p> <p>Resources to be used:</p> <ul style="list-style-type: none"> • Learner Guide • PowerPoint presentation • Recordings of the face-to-face sessions • Class activity books • Formative assessment materials • Summative assessment materials • Additional learning materials



	<p>What it includes for each UoC:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Activities</th> <th style="text-align: center;">Time allocated (%) *</th> </tr> </thead> <tbody> <tr> <td>Going through the contents of the learner guide, PowerPoint slides and the recorded sessions</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Reference books (going through the specific content as per the session plan)</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>Other additional learning activities: <ul style="list-style-type: none"> Gather information or research activity. Review additional resources such as web links/ references, real-life case scenarios, articles, etc. Going through the workplace resources. </td> <td style="text-align: center; vertical-align: middle;">20%</td> </tr> </tbody> </table> <p>* Of 10 hours/week allocated for each UoC</p>	Activities	Time allocated (%) *	Going through the contents of the learner guide, PowerPoint slides and the recorded sessions	60%	Reference books (going through the specific content as per the session plan)	20%	Other additional learning activities: <ul style="list-style-type: none"> Gather information or research activity. Review additional resources such as web links/ references, real-life case scenarios, articles, etc. Going through the workplace resources. 	20%
Activities	Time allocated (%) *								
Going through the contents of the learner guide, PowerPoint slides and the recorded sessions	60%								
Reference books (going through the specific content as per the session plan)	20%								
Other additional learning activities: <ul style="list-style-type: none"> Gather information or research activity. Review additional resources such as web links/ references, real-life case scenarios, articles, etc. Going through the workplace resources. 	20%								
Workplace learning	<ul style="list-style-type: none"> Since our learner cohort comprises working professionals, it is important that they start applying the knowledge and skills acquired through the program in their workplace. All assessments include real-world examples of topics and documentation used in the workplace. They are also invited to draw on their own workplace experiences when completing assessments. The students are required to capture this learning aspect for each UoC in the journal template provided to them. The learners will need to get their workplace supervisor/manager to complete the workplace observation checklist for each unit of competency. 								
Summative Assessments Including Workplace Observation	<ul style="list-style-type: none"> Students must complete all the tasks outlined in the summative assessments in their own time. With an average of ten hours allocated per week for these activities, the students should be able to complete all assessments for each UoC. All parts of the summative assessments must be submitted at the end of four weeks as outlined in the schedule above. For genuine reasons, if needed, the student may submit the request for an extension of the submission deadline to the Training Team through email. 								

Legislative and regulatory requirements

As a Registered Training Organisation, we are obliged to conduct ourselves in accordance with a range of laws, regulations, policies, and directions from the national VET regulator – The Australian Skills Quality Authority (ASQA). This list is not exhaustive and is reviewed regularly to ensure ongoing compliance:

1. Age Discrimination Act 2004
2. Copyright Act 1968
3. Copyright Amendment Act 2017
4. National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020
5. Disability Discrimination Act 1992
6. Disability Discrimination Amendment (Education Standards) Act 2005
7. Disability Discrimination and Other Human Rights Legislation Amendment Act 2009
8. Disability Discrimination Regulations 1996
9. Equal Employment Opportunity (Commonwealth Authorities) Act 1987
10. Fair Work (Registered Organisations) ACT 2009
11. Fair Work Act 2009
12. National Vocational Education and Training Regulator Act 2011
13. Privacy Act 1988 and subsequent amendments
14. Racial Discrimination Act 1975
15. Sex Discrimination Act 1984
16. Work Health and Safety Act 2011
17. Workers Compensation Act 1987
18. Australian Qualifications Framework Second Edition 2013
19. AQF Certification Documentation issuance requirements as specified in the Compliance Standards 2025
20. Standards for Registered Training Organisations (Outcome Standards and Compliance Standards) 2025, including the Credential Policy
21. Nationally Recognised Training (NRT) Logo Conditions of Use Policy (Schedule 2, Compliance Standards 2025)
22. ASQA general directions <http://www.asqa.gov.au/about-asqa/general-directions.html>
23. Fit and Proper Person Requirements (Schedule 1, Compliance Standards 2025)
24. National Vocational Education and Training Regulator (Financial Viability Risk Assessment Requirements) Instrument 2021
25. Student Identifiers Act 2014
26. Workplace Gender Equality Act 2012

In addition, the staff, and students at LGTA must also meet various particular legislative requirements, mentioned in the training packages and legislation register.

Training and Assessment

Training and assessment strategies (TAS) developed by LGTA will adhere to the following principles:

- There will be a TAS for each qualification/unit of competency to be delivered and assessed.
- These will cover details of full and partial completion of a qualification.
- Each TAS will be developed in consultation with industry representatives, trainers, assessors, and key stakeholders.



- The TASs will reflect the requirements of the relevant training package and will identify target groups.
- These will be validated annually through the internal review procedures.

Principles of assessment

To ensure quality outcomes, assessment should be:

- **Fair:** Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that needs to be applied to take account of them. It requires clear communication between the trainer and assessor and the student to ensure that the student is fully informed, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.
- **Flexible:** To be flexible, assessments should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency, and the Student; and support continuous competency development.
- **Valid:** Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:
 - assessment against the units of competency must cover the broad range of skills,
 - knowledge that is essential to competent performance,
 - assessment of knowledge and skills must be integrated with their practical application, and
 - judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). the specific evidence requirements of each unit of competency provide advice on sufficiency
- **Reliable:** Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Rules of evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- **Valid:** This is based on the assessor being confident that the learner has the skills, knowledge and attributes required in the module or unit of competency and assessment. Essentially, it means that the assessment process does what it claims, assesses the competency of the individual learner.



- **Sufficient:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
- **Authentic:** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.
- **Current:** In assessment, currency relates to the age of the evidence presented by a student to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Preparation and submission of assessment

LGTA may use the following assessment methods to evaluate the student's competency:

- Knowledge tests
- Research and report writing
- Observations
- Role-plays
- Projects
- Other assessment methodologies which align with the qualification and student requirements

Trainers and assessors will gather evidence of competencies over the duration of the Training Program. Throughout each unit of competency there will be a variety of assessment tasks, and you will have an opportunity to discuss and ensure you get all the required support to complete these assessments.

Do not be hesitant about assessment tasks, as they are designed to ascertain how you are progressing with your learning and what progress you have made towards achieving the required competence.

Plagiarism

Plagiarism is the presentation by a participant of an assignment or assessment task that has been copied in whole or in part from another participant's work, or from any other source (e.g., published books or periodicals or internet sites) without proper acknowledgment.

All assignments or assessment tasks must be your own work. Plagiarism is not acceptable, and all suspected cases will be investigated. There are numerous web-based resources for learning how to reference your work correctly.

Students may use Generative AI tools to support understanding of assessment requirements, research topics, or to structure their thinking. However, all submitted work must be the student's own original work, written in their own words, and must accurately reflect their personal understanding and



workplace experience. Direct copying, paraphrasing without attribution, or submission of AI-generated responses as original work may be treated as plagiarism

Once a case of plagiarism has been proved, LGTA may elect to take one or more of the following actions:

1. Record the matter on appropriate records.
2. Raise the matter with your employer if needed.
3. Mark the submitted assignment / assessment task with NYC grade and allow a resubmission.
4. Mark the submitted assignment / assessment task with NYC grade and NOT allow a resubmission; and / or suspend the person from the program for a defined period.

Assessment submissions

All assessments need to be submitted via online learner portal of the Student Management System. While submitting the assessments, students must:

- Ensure that you complete all details on the Assessment Cover Sheet to include Name, Student Id, Course Code and Course Name, and sign and date at the bottom of the cover sheet.
- Always keep a copy of your completed assessments.
- Be able to meet all the requirements by their second attempt. However, if needed, LGTA can permit further submission attempts.
- Adhere to the deadlines. However, we understand that where special circumstances exist, an extension of time may be required. If you do require an extension of time for an assessment, you may send the request to training@lgp.org.au. The following factors will not be regarded as suitable grounds for granting of an assessment extension:
 - normal/routine demands of employment and employment-related travel,
 - scheduled anticipated changes of address, moving to a new house, etc.,
 - demands of sport or extra-curricular activity (other than to represent in state, national or international sporting or cultural events),
 - recreational travel (domestic or international), and
 - planned events, such as a wedding.

For any personal/academic issues that may be impacting on your ability to study effectively, contact the Head of Training for support.

National Recognition

All students will be offered the opportunity to apply for Recognition of Prior Learning (RPL) and Credit Transfer. Students can apply for RPL or Credit Transfer prior to commencement of the course and delivery of the relevant unit(s). RPL and Credit Transfer will be offered and processed according to LGTA's Assessment Policy & Procedure.

Recognition of Prior Learning (RPL)

Prospective Students will be made aware of the RPL policy and process prior to enrolment into the program, via discussions, orientation, Pre-Enrolment and Post Enrolment student information through student handbook and RTO's website.

Students can demonstrate competency through formal, non-formal and informal learning:

1. formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
2. non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
3. informal learning refers to learning that results through experience of work-related, social, family, hobby, or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Students are encouraged to apply for RPL immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any learning opportunities offered should they be unsuccessful in the RPL process.

Credit Transfer

RTO recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

The RTO Recognition of Prior Learning Policy outlines in detail the specific RTO process to be followed for granting Recognition of Prior Learning and Credit Transfer. RPL tools, applications and documentation are available for all units of competency.

Transitioning to a new qualification

Where a qualification or unit of competency has undergone changes, according to the transition arrangements from the industry you may be transferred to the new replacement qualification as soon as practicable. RTO will inform you of any potential changes to ensure you are not in any way disadvantaged.

Complaints & appeals

Despite all efforts to provide satisfactory services to its students, complaints may occasionally arise that require formal resolution or students may appeal against a complaint outcome or educational determination (e.g. assessment result). LGTA will acknowledge receipt of a formal complaint or appeal within **5 working days** and aim to resolve the matter within **20 working days**, unless otherwise agreed in writing

All complaints and appeals will be approached with an open view and LGTA will attempt to resolve issues through discussion and conciliation. Where a complaint or appeal cannot be resolved through LGTA's internal process, avenues for review by an independent party are available if requested by the student, at no or low cost to the student, in accordance with Outcome Standard 2.8. Outcomes of complaints and appeals are documented and communicated to all parties, and are used to inform continuous improvement.

Complaints and appeals may be made in relation to any of the following:

- LGTA, its trainers, assessors, or other staff with reference to:
 - the application and enrolment process, marketing information, quality of training and assessment provided, training and assessment matters, including student progress, student support and assessment requirements or any behavioural issues,
- any third-party providing services on LGTA's behalf, its trainers, assessors, or other staff,
- assessment/RPL outcome or
- fees and refunds/re-crediting.

Appeals can be made to request that a decision made by LGTA is reviewed. Decisions may be about course admissions, refund, response to a complaint, assessment outcomes / results, or other general decisions made by LGTA.

The following escalation path can be followed for making the complaints and appeals:



1. In the first instance, the written complaint/appeal can be made to the training team via training@lgp.org.au.
2. It can be further escalated to the Head of Training at nroy@lgp.org.au.
3. The students can seek the contact details of LGTA management from the Training Team if the outcome of the issue remains unsatisfactory.

LGTA is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice.

If a client (student or other client) is still dissatisfied with the decision of LGTA, they may wish to seek advice or make a complaint about LGTA to ASQA directly using the below mentioned details:

Australian Skills Quality Authority Melbourne - Level 6, 595 Collins Street Brisbane - Level 7,
215 Adelaide Street Sydney - Level 10, 255 Elizabeth Street
Email: complaintsteam@asqa.gov.au Website: www.asqa.gov.au

A summary of all complaints and appeals received in the Complaints and Appeals Register will be presented as a part of the Continuous Improvement policy and procedure at the Management Team Meeting for review.

Privacy and confidentiality will always be maintained. Student's personal information provided in the Complaints Form will be used only for intended purposes. Access to the complaint details will be restricted to authorised staff that assist in addressing the complaint. The student will receive written notification of the outcome/resolution of the complaint. Students may have the right to access the personal information we held on them subject to any exemptions in relevant laws, by contacting us on training@lgp.org.au.

Continuous Improvement

LG Training Academy (LGTA) is committed to the continuous improvement of its training and assessment services, student support, and overall learning experience.

LGTA regularly reviews its policies, procedures, and practices to ensure they remain current, effective, and aligned with regulatory requirements and industry expectations. This includes ongoing review of training delivery, assessment outcomes, student support strategies, and feedback received from students, trainers, employers, and other stakeholders.

Student feedback is a key component of LGTA's continuous improvement process and may be collected through:

- learner feedback and surveys,
- complaints and appeals, and
- informal feedback provided during or after training.

Feedback and improvement opportunities identified are reviewed by management and, where appropriate, actions are implemented to enhance the quality of training and services provided. Outcomes of these reviews are considered as part of LGTA's ongoing commitment to quality and student-focused service delivery.

Course fee payment and cancellation policy

All LGTA courses are offered on a Fee for Service (FFS) basis and are GST exempt. Details of the cost of each course are available on LGTA's website <https://lgp.org.au/training/>. The students don't have to pay anything else apart from the advertised fee. LGTA at its discretion may offer some discounts when three or more students from the same organisation enrol for a particular course.

Payment of fees

- Invoicing details are collected from the students in the application form.
- Once the course is confirmed to go ahead as planned based on the minimum required numbers and individual enrolment application are confirmed, LGTA will use the invoicing details to send an invoice for payment before the course start date.
- LGTA's payment term is 30 days.
- The total course fee can be paid over four equal instalments as per payment schedule mentioned in the invoice.
- If any student experiences any financial hardship, they may contact the Head of Training to further discuss the payment options.
- Several students are sponsored by their organisations to do LGTA courses. Should the employer wish to pay the full course fee in advance, the students can fill the invoicing details accordingly.

Cancellation policy

Students have until three weeks out from the course start date the option to withdraw after the enrolment is confirmed, without incurring any charges. Any cancellation after that, up until the course commencement date will incur a cancellation fee (30% of the total fee) to cover the administration charges and opportunity cost. Cancellation will not be permitted after the course commences and the students will incur the full course fee. LGTA at its discretion can offer to hold the credit until the end of ensuing or next FY, to be used by the student in the following intake or by someone else for the same or any other course. This is not a matter of right and LGTA will discuss the potential of using the credit.

Qualification or Statements of Attainment

Students who successfully complete all the requirements of their training program will receive a Nationally Recognised Training (NRT) certificate. For those who are unable or do not wish to complete the full requirements of the training program will be issued a Statement of Attainment for the units completed.

LGTA will ensure that your Qualifications and / or Statements of Attainment/s are issued within 30 working days of you being deemed competent and meeting all other aspects of the contractual arrangement between all parties satisfied. The Qualification and / or Statement/s of Attainment will:

- be signed by an authorised signatory of LGTA,



- include the name, logo, and national provider code of LGTA, the Nationally Recognised Training (NRT) logo, course code and name, certificate number and date of issue,
- identify you by your full legal name,
- list the units of competency achieved and
- be sent in post to the students' registered address.

For getting a duplicate Qualification or Statement of Attainment, a request should be submitted to the training team on training@lgp.org.au. The request will be processed, and certificate issued within two weeks from the receipt of request.

Information collection and confidentiality

As a part of enrolment process, under the *National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020*, LGTA will be required to collect your personal information and share them with National Centre for Vocational Education Research Ltd (NCVER) and Commonwealth and State or Territory government departments and authorised agencies. NCVER will collect, store and use your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Furthermore, LGTA may use your personal information internally for statistical analysis and seek your consent to use them for marketing purposes.



Acknowledgement Declaration

I the under named acknowledge that I have read and fully understand the contents of this Student Handbook, which outlines the conditions and my rights and responsibilities as a Student of LG Training Academy.

Signature of the student: _____

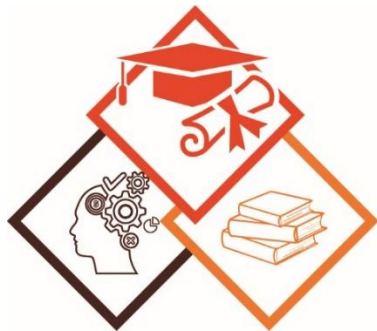
Full name of the student: _____

Date: _____



**LG TRAINING
ACADEMY**

LGTA contact details



**LG TRAINING
ACADEMY**

Address: Level 11, 55 Clarence Street
Sydney NSW 2000

Web: <https://lgp.org.au/training/>

Email: For any training related enquiries training@lgp.org.au

Address: Level 11, 55 Clarence Street Sydney NSW 2000

Phone: 0466 730 969 (Head of Training)
02 8270 8749 (Training Team)



Review Log

Document History & Changes			
Date	Summary of Amendment/ Reason for Amendment	Version Number	Version Changed by
26/07/2021		1.0	Training Manager
01/11/2021	Based on the feedback from ASQA Auditors, for clarity and ease of implementation: <ul style="list-style-type: none">the content was simplified, andmore details were added.	1.1	Head of Training
01/07/2023	Regular review and update	1.2	Head of Training
20/05/2025	Regular review and update to cover the minor changes made in the processes.	1.3	Head of Training
01/12/2025	Structural consolidation, inclusion and wellbeing alignment to 2025 RTO Standards.	1.4	Head of Training