

Student Handbook

Important Information for

All Current and Prospective Students

Lennox Institute Pty Ltd trading as Lennox Institute

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Contact us

This handbook is for all students who are looking to join us and improve their knowledge through the training courses that we are registered to deliver. An information sheet is available for each course we offer and should be read with this Student Handbook prior to the enrolment in the course. If you have any questions, please speak with our Training Co-ordinator.

See full contact details on the front page.

Welcome to the Lennox Institute

The Lennox Institute is one of Australia's leading privately owned accredited training organisations. We pride ourselves in delivering a range of high quality tailored training courses in Asset Maintenance, Health Support Services and Transport and Logistics.

We work closely with our clients and our students to find the best solution to meet their individual needs and add value to their operations.

It is our mission to be the recognised leader in providing professional training services that deliver measurable outcomes for our clients, partners and the broader community.

It is our belief that education is a lifelong journey to improvement and as such we play an active role in fostering and promoting individual growth and achievement amongst our students.

Our organisational values allow us to:

- Provide a range of high quality services that meet the requirements of our clients, our students, AQTF and other regulatory bodies
- Continually revise, assess and improve our systems and procedures to meet a high level of excellence with notable benefits for both our clients and our students
- Facilitate the growth and development of each student to ensure optimum skills advancement
- Treat our students, staff and clients with respect, integrity, compassion and without prejudice.

Thank you for your interest in our Institute and we appreciate your time in considering the information in this handbook.

Elaine Torode
Chief Executive Officer

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OUR COURSES

Detailed course information can be found on our website or course information brochures. Contact Lennox Institute or your Trainer should you have any questions regarding these courses, or you require more information about your specific circumstances or traineeship.

ENTRY REQUIREMENTS, STUDENT SELECTION AND ENROLMENT

Access and Equity

Education is the foundation of an informed and just society, the key to overcoming social inequality and to achieving its social justice objectives. Lennox Institute shares the Government's vision that people from all backgrounds and circumstances share access to the knowledge, skills and understandings they need to participate fully and successfully in the community.

Lennox Institute has adopted the following equity in training principles.

- Everyone is entitled to high quality training that provides recognised credentials and clear pathways to employment and lifelong learning.
- The outcomes of training should not depend on factors beyond the learner's control or influence.
- The diversity of the population is recognised and valued by inclusive approaches to the development, conduct and evaluation of programs.

Lennox Institute endorses the national equity strategy by incorporating the principles of equity into all programs, and ensuring policies and training approaches are responsive to the diverse needs of all students.

We make our courses available to everyone including:

- Women where under-represented
- People with disabilities
- People from non-English speaking backgrounds
- Indigenous Australians
- Rural and remote learners.

Through access and equity Lennox Institute aims to ensure that:

- Staff and student rights to equality of opportunity is realised
- Diversity within our study body and the general community is recognised and respected
- A person's right to make decisions that affect their life is upheld.

All staff are responsible for ensuring that they understand and implement access and equity and behave in a courteous, sensitive and non-discriminatory manner when dealing with other Lennox Institute staff and students. Similarly Lennox Institute students are responsible for behaving in a courteous, sensitive and non-discriminatory manner when dealing with Lennox Institute staff and other students.

At anytime should a student feel they have problems in relation to access and equity within a course they are undertaking, they should firstly approach their Trainer/Assessor to discuss the matter. If they feel they are unable to discuss this matter with their Trainer/Assessor they can approach the Chief Executive Officer to discuss and resolve the issue.

The Chief Executive Officer is designated as the Access and Equity Officer.

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Students with Special Needs

In line with our Access and Equity practices, students with special needs are offered the same opportunities as any other candidate. Our training and assessment programs will take special needs into consideration from the planning stage onwards and adopt flexible learning and assessment methods as appropriate.

Entry Requirements

Our courses may have individual requirements for enrolment. Please refer to the requirements of the particular course you are interested in.

Selection and Enrolment

Most of Lennox Institute's students apply for training through their employers.

Please submit any application for a public course in writing to Lennox Institute. Once accepted in to the course, the Chief Executive Officer will send you an enrolment form and fees agreement to sign and return to Lennox Institute with any evidence of previous study and your deposit (refer to fee schedule for the current deposit). Lennox Institute will then organise your training.

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COURSE CREDIT

Recognition of Prior Learning

This process encourages you to apply for recognition for previous study, work, life and educational experience that matches the units of competency, qualification or part thereof within our training and assessment programs.

If you are applying for recognition of existing skills and knowledge, then you are required to generate evidence to support your claim with information and support for a Trainer/Assessor. Examples of evidence might include: an initial conversation/interview; completion of questions and answers with an Assessor, demonstration of skills, support letters from employers; job description, resume or outlines of previous training and development. We also recognise the credentials issued by other training organisations operating under the Australian Quality Training Framework.

To apply for recognition, complete the application as part of the process when you sign up into the traineeship or phone Lennox Institute to discuss your skills recognition and assessment options. You will receive a copy of the RPL Application Form. Complete the form and submit it to the Training Co-ordinator who will pass it on to the relevant Trainer/Assessor. An appointment will be made for you to discuss your application.

Skills recognition assessment will be planned and organised with qualified Assessors who will conduct the assessment in consultation with you and your workplace. We will engage with industry/competency experts to assist in the assessment process.

You will receive feedback, be kept informed and supported throughout your assessment however you may request a review of the recognition decision through our Assessment Appeals process if required (outlined in detail later in this handbook).

Credit Transfer

When you have completed a unit of study at another Registered Training Organisation, that is the same or similar as the one in which you are currently enrolled you may be eligible for Credit Transfer. This means that you won't need to complete that unit of study again.

To apply for Credit Transfer, submit copies of the evidence you have (e.g. Statement of Attainment or Certificate with the Academic transcript) to show you have completed that unit of competency.

National Recognition

Lennox Institute recognises the qualifications that are presented by any student, provided that they are original (or verified copies) from any Australian Registered Training Organisation and are from the current Training Package. Those qualifications must map to the course currently being undertaken.

To apply for National Recognition, provide your original qualifications or statement (including the Academic transcript) to the Training Co-ordinator for processing.

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FEES AND REFUNDS

Fees

There are different fee structures applicable for different courses and different States. There are minimum mandated fees for NWT's. Each state may be different and these usually change annually. Fees and charges are also up-dated in response to changes in government policies, and the web-site will always have the most up-to-date and current version of the marketing materials. Please contact the Lennox Institute Office for current details of fees that apply to your state and circumstances.

Lennox Institute students fees are usually paid by their employers. These could be new worker trainee (NWT) enrolment fees, existing worker trainee (EWT) fees or fee for service (FFS) fees. There could also be students doing the course on a self-funded or Fee for Service (FFS) basis. There may be a level of fee reduction available for students who have completed a qualification at another institute or gained recognition through the RPL process. More information on these reductions and exemptions are contained in the next section.

Lennox Account details for transfer of fees by self funded students will be forwarded with your Enrolment and Fees Agreement or provided to your employer.

Tuition fees must otherwise be paid in the form of a bank draft or bank cheque, and made payable to the Lennox Institute. Lennox Institute is not responsible for any moneys paid to an agent or third party.

*Please note that whilst Lennox Institute endeavours to keep fees to a minimum, your course fee may vary from time to time throughout the duration of your course. You will be notified of any change to course fee that impacts you.

Concessions

The FFS fees can be reduced by 25% if you hold a current Centrelink card to verify status as being on a full-time Commonwealth support pension, and you are funding your own course.

Trainees

If you are undertaking your course as part of a traineeship, the course for study is prescribed and defined as part of the traineeship, there are minimum fees mandated by the state governments. The fees include the enrolment fee, as well as materials, resources and venue contributions. Lennox Institute is required to charge this amount and it may increase or decrease without notice as a result of changes to the traineeship program.

Lennox Institute charges New Worker Trainees, per nominal year of traineeship term to ensure that part-time students are not disadvantaged from undertaking their studies over more than one calendar year.

Some courses are currently applicable for participants undertaking a traineeship as an Existing Worker Trainee. If this is the case, the employer is responsible for payment of the fees as listed above.

Exemptions from the New Worker Trainee Enrolment fees

In some cases, the mandatory enrolment fee required for New Worker Trainees may be paid to Lennox Institute by the relevant State Department of Education and Training. The exemption may be granted for a student who, at the time of commencing their traineeship, is in receipt of the following government benefits:

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- Aged pension
- Newstart
- Parenting Payment (Single Parent)
- Sickness Allowance
- Special Benefit
- Youth Allowance.

There are other categories of students including ATSI that may be eligible, and Lennox Institute will make application to the Department of Education and Training or relevant state bodies on behalf of the student, and requires certified documentary evidence for the claim of exemption. If granted by the Department of Education and Training and Training, Lennox Institute will pass the exemption on to the student / employer. Contact the Lennox Institute office to discuss your specific situation.

Applications for exemptions should be made in writing and addressed to the Chief Executive Officer at the Lennox Institute office by either fax (1300 554 657) or post (PO Box 732, Seven Hills NSW 1730). Please include your name, contact details, and the name of your course. We also require copies of documents to support the claim of exemption (these must be certified by a JP). We will forward these to the Department of Education and Training, who then confirms or denies the exemption. Lennox Institute cannot grant the exemption without approval from the Department, and we reserve the right to collect the fees where the Department has denied the exemption.

Other fees and charges

The Lennox Institute has a policy of employer charges for other direct training expenses not supported by the Department of Education and Training. A quotation will be provided to the employer and could include items such as:

Travel (if more than 1 hour from a Trainer/Assessor), flights where applicable
Accommodation, if required
Small Group Fee, in addition to the Enrolment fee noted above, (for groups starting with less than 5 participants)
Customisation of course materials / assessment activities
Venue (if required to be hired)
Catch-up class required in addition to the scheduled classes

Fee Reductions for Credit Transfer and Recognition of Prior Learning

In some instances it may be possible for you to obtain an exemption from part of the course through the recognition of your formal learning from other Registered Training Organisations. This process also includes the Recognition Prior Learning (RPL) process. Fee reductions will be discussed on a case by case basis.

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Fee Refund Policy

The request for refund is made in writing to the Chief Executive Officer. Requests for refunds are considered on a case by case basis to cater for extenuating circumstances, in general the following applies.

Refunds of the New Worker Trainee Enrolment fees

In relation to the mandatory New Worker enrolment fee there is no refund of this fee once training has commenced. Training is deemed to have commenced when the student has been inducted, received training materials, undertaken a training exercise and/or been assessed by a Lennox Institute Trainer/Assessor.

Refunds of the Fee for Service fees

We recognise that our Certificate level courses involve a significant commitment of time, and that an individual's circumstances may change. We will work with you to ensure that you have every opportunity to complete the course, even if you change employers or your personal situation changes. Discuss your situation with your Trainer/Assessor and usually arrangements can be made to accommodate your needs.

If you would like a refund, for whatever reason, Lennox Institute offers a refund based on the amount of the Certificate course you have completed. The units of competency that you have completed are used to determine the amount of the course you have finished. The refund is only available if you have paid your course fees in full, and you have no outstanding amounts owing. The refund scale is as follows:

- If you have completed up to 1/3 of the course, you are entitled to a refund of 50% of the course fee
- If you have completed 1/3 of the course up to 2/3 of the course, you are entitled to a refund of 25% of the course fee
- If you have completed 2/3 or more of the course, you are not entitled to any refund.

Applications for refunds should be made through the website or in writing, addressed to the Chief Executive Officer at the Lennox Institute office by either fax (1300 554 657) or post (PO Box 732, Seven Hills NSW 1730). Please include your name, contact details, and the name of your course. We will then determine the level of refund that you are entitled to and will issue this amount to you within 14 working days of receiving your request.

RTO Default

- Lennox Institute defaults if the course they offer does not start on the agreed starting day
- Lennox Institute defaults if the course stops being provided after it starts and before it is completed or the course is not provided fully to the student because the registered provider has had a sanction imposed
- If Lennox Institute defaults, it will pay a full refund to the student within 14 days after the default date

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- Lennox Institute will give the student a statement that explains how the refund amount has been calculated
- Lennox Institute dispute resolution processes do not circumscribe the student's right to pursue other legal remedies
- This agreement, and the availability of complaints and appeals processes, does not remove the right of the student to take action under Australia's consumer protection laws.

The refund policy may be reviewed.

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STUDENT RIGHTS AND RESPONSIBILITIES

What you can and cannot do.

To ensure you gain the maximum benefit from your time with us, we reserve the right to remove any person(s) who displays dysfunctional or disruptive behaviour. Such behaviour will not be tolerated and, if a second episode occurs, then you may be asked to leave the course.

Working with others in a free and amiable study environment requires maturity and at times, understanding. If you have any concerns about how you should act, speak with your Trainer/Assessor.

Unacceptable behaviour may include:

- continuous interruptions to the Trainer/Assessor whilst delivering the course content
- smoking in non-smoking areas
- being disrespectful to other participants
- harassment by using offensive language
- sexual harassment
- acting in an unsafe manner that places you or others at risk
- refusing to participate when required in group activities
- continued absence at required times
- being under the influence of alcohol or illegal drugs
- lack of personal hygiene
- other objectionable behaviour

You have the right to:

- be treated fairly with respect from others and without discrimination or harassment, regardless of religious, cultural, racial and sexual difference, age, disability or socio-economic status
- be free from all forms of intimidation
- work in a safe, clean, orderly and cooperative environment
- have personal property (including computer files and your work) and Lennox Institute's property protected from damage or other misuse
- have any disputes settled in a fair and rational manner (this is accomplished by the Complaints Procedure)
- learn in an environment that is conducive to success
- work and learn in a supportive environment without interference from others
- apply to have existing skills and knowledge recognised
- privacy concerning records containing personal information (subject to other statutory requirements and other agreed uses)
- be given information about assessment procedures at the beginning of the unit and progressive results as they occur

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- appeal within 21 days of receiving notification of any decision made about late or missed assessment
- lodge a complaint and have it investigated effectively without fear of retaliation or victimisation
- express and share ideas and to ask questions

You have the responsibility to:

- treat staff and fellow students with respect and fairness
- follow reasonable directions from a member of staff
- not behave in any way that may offend, embarrass or threaten others
- not harass fellow students or staff by for example using offensive language or making unwanted sexual advances
- take care of facilities by not damaging, stealing, modifying or misusing property
- act in a safe manner that does not place you or others at risk
- ensure personal details are current and correct
- pay all student fees in accordance with the fee schedule
- participate in all assessment tasks as scheduled, honestly and to the best of your ability
- not smoke in non-smoking areas
- not be under the influence of alcohol or illegal drugs
- follow normal safety practices

For non-compliance with our rules, the following applies:

- the Training Co-ordinator will contact you to discuss the issue or behaviour to determine how the issue might be rectified. This will be documented, signed by all parties and included on your personal file
- if your behaviour continues or the issue is unresolved, you will be invited for a personal interview with the Chief Executive Officer to discuss this issue further and to make you aware of our complaints procedure that is available to you. This meeting and its outcomes will be documented, signed by all parties and included on your personal file
- should the issue or behaviour continue, you will be provided with a final warning in writing and a time frame in which to rectify the issue. A copy of this letter will be included on your personal file
- should the issue or behaviour still continue, training services will be withdrawn and you will be notified in writing that your enrolment has been terminated.

While we hope that these situations do not happen, we are committed to a very transparent process to ensure that all parties are satisfied with the final resolution.

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LENNOX INSTITUTE CODE OF PRACTICE

As a provider of nationally recognised training, Lennox Institute is committed to provide quality training and assessment services to our clients. Our Code of Practice describes how we achieve measurable outcomes for our students in accordance with the principles and standards of the Australian Quality Training Framework (AQTF).

Our Code of Practice is aligned with our brand of “*advance with training excellence*” and we believe that education is a life long journey for improvement for all students.

Our Code of Practice is made up of attributes which are not available as an auditable record. Lennox Institute can demonstrate if these attributes are absent.

Legislative Requirements

In all dealings with staff and students, Lennox Institute endeavours to observe and comply with all relevant Commonwealth and State legislation and regulations, particularly in relation to:

- occupational health and safety
- workplace harassment, victimisation and bullying
- anti-discrimination that includes equal opportunity, racial vilification and disability discrimination
- privacy
- the delivery and administration of vocational education and training
- all relevant legislation and regulations associated with qualifications offered

Access and Equity

Lennox Institute will meet the needs of individuals and the community through the integration of access and equity guidelines. We will ensure that Access and Equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination.

We will increase opportunities for people to participate in the vocational education and training system, and in associated decisions, which affect their lives. Lennox Institute prohibits discrimination towards any group or individual in any form, inclusive of:

- gender
- pregnancy
- race, colour, nationality, ethnic or ethno-religious background
- marital status
- homosexuality (male or female, actual or presumed)
- age (in relation to compulsory retirement)

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Quality Focus

Lennox Institute is committed to provide quality services and is focussed on continuous improvement of our systems, products and processes. We actively seek feedback from students and staff and value their contribution towards improving programs and services.

Client Service

We have sound management and administrative processes to ensure delivery of an efficient client service. Students assessment results, Certificates and Statements of Attainment are issued in a timely manner and competencies are recorded and certified in accordance with national guidelines.

Our commitment to quality client service is also demonstrated by the following:

- a Recognition of Prior Learning Policy and Procedure;
- a fair and reasonable Refund Policy;
- a Complaints and Appeals Policy;
- an Access and Equity Policy;
- Language, Literacy and Numeracy Assistance Information.

External Audit and Review

Lennox Institute participates in external monitoring and review processes conducted by the required Government authorities. These processes may include random compliance and quality audits, audit following a complaint, and audit for the purpose of maintaining or extending our scope of registration, financial audits and strategic industry audits.

Financial and Administrative Practices

Lennox Institute guarantees the sound financial position of the business. Measures have been taken to ensure that if any course fees are paid in advance they will be identified and protected and the business maintains appropriate insurance policies.

Students' records are managed to ensure confidentiality and security of all student information maintained. All student records are stored and archived in accordance with the requirements of the AQTF Essential Standards for Registration and retained records are retrievable for perusal by students or regulatory authorities if requested.

Marketing and Advertising

Lennox Institute markets its products and services with integrity, accuracy and professionalism, avoiding ambiguous and vague statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

Training and Assessment Standards

All Trainers/Assessors have the appropriate qualifications and experience to deliver training and assessment relevant to the training products and services offered. At a minimum all

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Trainers/Assessors are required to hold the Certificate IV in Training and Assessment (TAA40104) and at least the relevant vocational qualification to the level being trained and assessed.

We are committed to the ongoing professional development of Lennox Institute employees and we regularly conduct assessor monitoring and peer review to continually improve assessment methods and training delivery.

Assessment is conducted in accordance with the requirements of the AQTF standards and the relevant National Training Package (including National Recognition, Recognition of Prior Learning and Credit Transfer) and where necessary, arrangements for language, literacy or numeracy assistance are made.

At all times, we will provide adequate facilities, equipment and materials to create an environment that is conducive to successful learning.

Issuing of Qualifications

Lennox Institute will issue either a full Certificate or Statement of Attainment to those students who meet the requirements of the Performance Criteria of Units of Competency within the relevant training package or nationally accredited courses.

Recognition of Qualifications

All AQF Certificate or Statement of Attainment issued by other registered training organisations will be fully recognised by Lennox Institute

All staff and potential students will be informed that their AQF Certificate or Statement of Attainment will be fully recognised by Lennox Institute.

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LEGISLATION

Occupational Health and Safety

The Occupational Health and Safety Act 2004 (Version incorporating amendments as at 1 January 2010) prescribes the employers duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others in the work place. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use;
- adequate staff training including topics such as safe work procedures, infection control procedures and appropriate hygiene;
- properly maintained facilities and equipment, including the provision of personal protective equipment such as gloves, eye protection and sharps containers where required;
- a clean and suitably designed work place with the safe storage of goods such as chemicals

The following procedures and standards must be observed to achieve a safe working and learning environment:

- maintain a safe, clean and efficient, working environment
- implement procedures and practices, in a variety of situations, in accordance with state and local government health regulations
- store and dispose of waste according to health regulations
- clean walls, floor and working surfaces to meet health and safety standards without causing damage
- check all equipment for maintenance requirements
- refer equipment for repair as required
- store equipment safely
- identify fire hazards and take precautions to prevent fire
- safe lifting and carrying techniques maintained
- ensure student safety at all times
- ensure procedures for operator safety are followed at all times
- all unsafe situations recognised and reported
- implement regular fire drills and provide first aid equipment for staff
- display relevant first aid and safety procedures
- report any identified occupational health and safety hazard to the appropriate staff member as required

Harassment, Bullying and Victimisation

Lennox Institute believes that staff are the Organisation's most valuable asset. It is well recognised that ignoring workplace harassment, or what some might regard as bullying, can have serious consequences. Given that Lennox Institute seeks to attract and retain talented employees from all backgrounds and to maintain an enhanced workplace morale, we are determined to provide a workplace free of harassment, victimisation, bullying and upholding of State and Federal laws pertaining to any form of discrimination.

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Harassment is unwelcome, unsolicited and non-reciprocated behaviour and it is based on an inappropriate assumption of power. Harassment may be intentional or unintentional and it may take many forms, such as verbal, written or physical. Regardless of the form it takes, the distress caused to the victim can be the same.

As in any area of human interaction, the boundaries of what constitutes harassment, victimisation and bullying may vary from person to person. In addition one individual may have different boundaries for different relationships. Employees of Lennox Institute will recognise and respect the boundaries set by others.

All people associated with Lennox Institute may expect the same rights:

- the right to learn, teach or carry out their duties;
- the right to be treated with respect and treated fairly;
- the right to be safe in the workplace emotionally and physically;
- the right to have all reports of harassment to be treated seriously, impartially and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited and unacceptable behaviour that will not be tolerated;
- the right to inform management of any harassment and management has the responsibility to take immediate and appropriate action to address it;
- when dealing with all complaints, the rights of all individuals should be respected and confidentiality maintained;
- whenever possible, all complaints should be resolved by a process of discussion, cooperation and conciliation;
- both the person making the complaint, and the person against whom the complaint has been made, has the right to receive information, support and assistance in resolving the issue.

Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, will be victimised.

Harassment should not be confused with legitimate comment and advice (including feedback) given appropriately by management or Trainers/Assessors. Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in good national faith.

Sexual Harassment

In relation specifically to sexual harassment, the following definition from the Act will apply:

28A (1). For the purpose of this Division, a person sexually harasses another person (the person harassed) if:

- a) the person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person harassed; or*
- b) engages in other unwelcome conduct of a sexual nature in relation to the person harassed;*

in circumstances in which a reasonable person, having regard to all of the circumstances, would be able to have anticipated that the person harassed would be offended, humiliated or intimidated.

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28A (2). *In this section:*

“conduct of a sexual nature” includes making a statement of a sexual nature to a person, or in the presence of a person, whether the statement is made orally or in writing.

During the process of investigating matters related to harassment, victimisation and bullying, the person involved in recording any meeting or discussion shall assume responsibility for ensuring that:

- meetings are held in private
- any written record is kept secure from unauthorised access
- that no discussion shall take place with any person in relation to information provided except with the Chief Executive Officer, or those parties directly involved in the matter.

Lennox Institute is obliged under anti-discrimination law to take action to eliminate and prevent unlawful harassment, and to deal with any complaints of unlawful harassment sensitively, confidentially and rapidly.

Discrimination

Discrimination is broadly defined as treating one person unfairly over another based on factors that are unrelated to their ability or potential. State and Federal legislation protects people at work and in education from discrimination on the basis of certain attributes and from being treated unfairly because they have complained about discrimination.

Direct or indirect discrimination on the basis of one or more of the following attributes is unlawful:

- age
- sex
- compulsory retirement from employment
- physical, psychiatric or intellectual disability or impairment
- breastfeeding
- gender identity
- industrial activity
- lawful sexual activity/ sexual orientation
- marital status
- physical features
- political affiliation
- pregnancy or potential pregnancy
- race
- religious affiliation
- status as a parent or carer
- association with a person who is identified by reference to any of the above attributes.

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Types of discrimination

There are three types of discrimination that are covered by legislation:

- Direct discrimination

Direct discrimination occurs when someone receives less favourable treatment on the basis of characteristics or stereotyped assumptions that are not job or study related.

- Indirect discrimination

Indirect discrimination occurs when policies and practices that appear neutral or fair because they are applied to everyone, have a different and disadvantageous impact on specified groups of people.

- Discriminatory harassment

Discriminatory harassment is behaviour that would offend, humiliate or intimidate a person based on the attributes listed above.

Child Protection Act (Prohibited Employment)

Lennox Institute adheres to the Child Wellbeing and Safety Act that makes it an offence for a person convicted of a serious sex offence (a prohibited person) to apply for, undertake or remain in, child-related employment. It does not apply if an order from the Industrial Relations Commission or the Administrative Decisions Tribunal, declares that the Act does not apply to a particular person.

A serious sex offence is an offence involving sexual activity or acts of indecency that was committed and was punishable by penal servitude or imprisonment of 12 months or more even if the sentence was not served, or, an offence involving sexual activity or acts of indecency that was committed elsewhere and that would have been an offence punishable by penal servitude or imprisonment for 12 months or more.

Child-related employment means any employment that primarily involves direct contact with children where that contact is not directly supervised. Section 1 of the Child Protection (Prohibited Employment) Act 1998 specifies that child-related employment is employment:

- involving the provision of child protection services
- in pre-schools, kindergartens and child care centres (including residential child care centres)
- in schools or other educational institutions (not including universities)
- in detention centres (within the meaning of the Child (Detention Centres) Act 1987)
- in refuges used by children
- in wards of public or private hospitals in which children are patients
- in clubs, associations or movements (including of a cultural, recreational or sporting nature) having a significant child membership
- in any religious organisation
- in any entertainment venues where the clientele is primarily children
- as a babysitter or childminder that is arranged by a commercial agency
- involving fostering or other child care

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- involving regular provision of taxi services for the transport of children with a disability
- involving the private tuition of children
- involving the direct provision of health services
- involving the provision of counselling or other support services for children
- on school buses
- at overnight camps for children.

Under this Act:

- it is an offence for a prohibited person to apply for, undertake or remain in child-related employment;
- employers must ask existing employees, both paid and unpaid, and preferred applicants for employment to declare whether they are a prohibited person or not; and
- all child-related employees must inform their employers if they are a 'prohibited person' or remove themselves from child-related employment. A prohibited person is someone who has been convicted of a serious sexual offence or, who has had a finding for a charge of serious sexual offence proven in court, even if a conviction was not recorded.

Penalties are imposed for non compliance.

Whilst it is not anticipated that students to Lennox Institute will be under 18, from time-to-time children may be on-site. For this reason the organisation requires as part of their employment that all staff consent to a national criminal record check for offences involving sexual activity, acts of indecency (whether involving child or adult), child abuse or child pornography. The check will be for relevant apprehended violence orders taken out by a police officer or other public official for the protection of children and checks for completed relevant disciplinary proceedings involving child abuse, sexual misconduct and acts of violence in the workplace which involve children, are directed at children, or take place in the presence of children.

Vocational Education and Training

Vocational education and training (VET), in Australia is regulated by a variety of Australian, state and territory laws. Employment, workplace and equity issues are also covered by a range of Australian, state and territory legislation. Where the state or territory and the Australian laws deal with the same situation differently, the Australian law has jurisdiction.

Fundamental to the VET system are Australian laws such as The Skilling Australia's Workforce (Repeal and Transitional Provisions) Act 2005 repeals the Australian National Training Authority Act 1992 and the Vocational Education and Training Funding Act 1992. This Act also provides for the transitional arrangements for the transfer of functions and responsibilities from ANTA to the Department of Education, Science and Training, including arrangements for the transfer of assets, liabilities and custody of records to the Commonwealth. States and territories also have laws that govern VET in their jurisdictions. These laws establish and grant powers to training authorities, and provide mechanisms for the planning, funding, coordination and evaluation of VET.

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Privacy

The organisation's privacy policy and procedure are available in Policy and Procedure Document 1.1 Leadership and Communication. In effect the following apply:

- Lennox Institute keeps student information private and only collects information that relates to their training success
- Students may access their personal file held by Lennox Institute on training progress. They may also request that updates be made to information that they feel is incorrect or out of date
- Lennox Institute is subject to audit by Government Officials and access to student training files may be given to government officers from such agencies as VETAB, and DET for the purposes of these audits
- Student training files cannot be accessed by a third party unless the student gives written permission that identifies the sections of the file to be made available
- Lennox Institute takes all reasonable steps to protect personal information from misuse, loss, unauthorised access, modification or disclosure including restricted access to electronic files, secure storage of paper files and secure backup of data
- Staff members may not provide the phone numbers, addresses or personal details of any staff member or student unless authorised to do so
- Only authorised personnel have access to confidential information. Staff and students are not entitled to view anyone else's personal files unless authorised by the Chief Executive Officer
- All database records, manual records, staff files, student files and student names are confidential information
- Files cannot be removed from our administration office, without the prior written authorisation of the Chief Executive Officer
- Staff must practice discretion at all times when discussing or handling client information and should take every precaution to ensure client details are not accessed by unauthorised persons
- Due care must be taken when discussing personal details with staff or students or when discussing student details with external agencies. If you are unsure of how to act in a given situation, consult with the Chief Executive Officer.

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COMPLAINTS AND APPEALS

Complaints Process

Lennox Institute views resolution of a constructive and valid complaint as a way of improving our organisation. We will adhere to the National Complaints Code to respond to complaints about vocational education and the organisation itself. This means we take action on all validated complaints. Our complaints investigation process will be:

- well publicised and explained
- accessible so you can lodge complaints by phone, electronically or in writing
- fair and protect your rights
- free so you can lodge a complaint without charge
- handled in a manner that protects your privacy
- transparent, equitable, objective and unbiased
- comprehensive so that it effectively resolves a variety of complaints such as student dissatisfaction, assessment outcomes, poor service, fraud, misconduct etc
- implemented effectively and efficiently to ensure complaints are resolved within an acceptable timeframe
- monitored, recorded and reported to the appropriate people
- an input or trigger point to our continuous improvement process.

Lennox Institute will commence the complaints process within 10 working days of a formal lodgement of the complaint and supporting information. All reasonable measures are taken to finalise the process as soon as practicable.

Where verbal complaints regarding vocational education are received, they can be discussed with the Trainer/Assessor and preferably resolved. Complaints about the organisation can be directed to the Chief Executive Officer.

If the complaint is not resolved then the complaint is documented by the complainant onto the "Complaints and Appeals Form". Student complaints are submitted to the Training Co-ordinator who advocates on behalf of the student in resolving this complaint.

The Training Co-ordinator liaises with the Chief Executive Officer who advocates on behalf of the organisation. Regardless of this, any complainant has the right to have their version of events heard in the resolution negotiation and have an independent advocate present.

The Training Co-ordinator records the details of a complaint onto an "Improvement Request form" and advises the Chief Executive Officer of the complaint being resolved.

Complaints are investigated fairly and objectively with details of the investigation provided in writing to the complainant. The details will state the outcomes and reasons for the decisions made.

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Where the complainant is not satisfied with the outcome, the matter may be referred to an independent mediator such as the local Community Justice Centre for review. The independent mediator investigates the process of the complaint fairly and objectively and details the investigation in writing for the complainant. The details will state the outcomes and reasons for the decisions made.

The Chief Executive Officer will close out the improvement request when the complaint has been resolved to the satisfaction of both parties.

A copy of the documentation, in particular the complaint and the outcome, is placed in the student's file, staff file or Continuous Improvement Register as appropriate.

Where the resolution requires a documented change to policies and procedures, the Training Co-ordinator notifies the Chief Executive Officer of the change to ensure that the procedure for document change as listed in Procedure 1.2: "Document Control" is followed with the appropriate records made.

In the event that a complaint is substantiated, Lennox Institute will take prompt and appropriate action to resolve the circumstances.

Complaints cannot be anonymous because this is considered unfair as ongoing discussion cannot take place to resolve the issue between both parties.

Information submitted to a Trainer/Assessor or any staff member is treated with respect and taken as an opportunity to improve the organisation's practices and Management System. Privacy requirements and student/ individual rights are maintained.

If the student chooses to access our complaints and appeals processes, Lennox Institute will maintain the student's enrolment while the complaints and appeals process is ongoing.

Appeals Process

Where a student is not happy with the outcome of a complaint the following "appeal of complaint process" is followed.

Step One:

Discuss the appeal of complaint with the Training Co-ordinator. If this does not resolve the matter, or if the Training Co-ordinator is an active respondent to the appeal of complaint, then put the appeal of complaint in writing using the "Complaints and Appeals Form" (available on the website) and submit to the Chief Executive Officer.

Step Two:

The Chief Executive Officer records the Student's dispute on an Improvement Request Form and in the Register of Continuous Improvement and puts written notification on the student's file.

Step Three:

An appellant may deliver their own version of the appeal of complaint to the Chief Executive Officer and request a support person be present.

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The Chief Executive Officer will consider the issues raised and attempt to resolve the appeal of complaint to the satisfaction of the appellant. All appeals of complaints that are found to be proven (ie against Lennox Institute) must be acted upon through the continuous improvement process to make systematic changes to prevent the recurrence of this as a problem again.

Step Four:

If the matter is not resolved, the appeal is referred to an independent mediator. The appellant may deliver their own version of the problem and request a support person be present.

NOTE: The function of an independent mediator such as the Community Justice Centre is to review the process of complaint resolution. All expenses attached to such appointment will be incurred by the student.

Step Five:

The submission and the final outcome of the appeal of complaints is recorded and communicated to all parties in writing. The communication must contain the outcome of the appeal of complaint and the reasons for the decisions made. A copy of the communication is placed in the student file.

No further appeal mechanism exists beyond this point in the process.

Please note the following:

- Where the resolution requires a documented change to policies and procedures, such changes will be made in accordance with the procedure for document change including the appropriate records made
- In the event that a complaint is substantiated, Lennox Institute will take prompt and appropriate action to resolve the circumstances
- At each step of the complaints and appeals process Lennox Institute will allow you to make representation either orally or in writing prior to reaching a decision. We also allow you to employ an independent person or panel to hear the appeal
- If you have complaints that do not directly concern Lennox Institute but may affect your ability to achieve competency, we will refer you to appropriate external support groups for assistance.

Assessment Appeals Process

Lennox Institute maintains a supportive and fair environment, which allows training participants to appeal their assessments or recognition decisions. Ideally appeals will be lodged within one week of being notified of the assessment decision or within 4 weeks of the assessment date, whichever is longer. The appeals process will commence within 10 working days of the formal lodgement of the appeal and supporting information. All reasonable measures are taken to finalise the process as soon as practicable.

Appeals are ideally resolved as amicably as possible using this formal appeal process.

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We will adhere to the National Complaints Code to respond to appeals of assessment about vocational education. This means that our appeals process will be:

- well publicised and explained
- accessible so you can lodge complaints by phone, electronically or in writing
- fair and protect your rights
- free so you can lodge a complaint without charge
- handled in a manner that protects your privacy
- transparent, equitable, objective and unbiased
- comprehensive so that it effectively resolves a variety of complaints such as student dissatisfaction, assessment outcomes, poor service, fraud, misconduct etc
- implemented effectively and efficiently to ensure complaints are resolved within an acceptable timeframe
- monitored, recorded and reported to the appropriate people
- an input or trigger point to our continuous improvement process.

Students must in the first instance discuss the assessment outcomes with the relevant Trainer/Assessor.

If this does not resolve the matter, or if the Trainer/Assessor is an active respondent to the appeal, then the appeal is put in writing using “Complaints and Appeals Form” (available on the website) and submitted to the Training Co-ordinator.

The Training Co-ordinator records the Student’s dispute on an Improvement Request Form and the dispute is recorded in the Forms Register by the Training Co-ordinator with written notification included on the student’s file.

The Training Co-ordinator assembles the following information or documents for the appeal:

- past student record
- attendance registers
- assessment tools and assessment data
- any other supporting documents.

The appellant may deliver their own version of the problem to the Training Co-ordinator and request a support person be present.

The Training Co-ordinator should consider the issues raised and attempt to resolve the appeal to the satisfaction of the appellant. All appeals that are found to be proven (ie against Lennox Institute) must be acted upon through the continuous improvement process to make systematic changes to prevent the recurrence of this as a problem again.

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If this does not resolve the matter, the appeal may be heard by the Chief Executive Officer. The appellant may deliver their own version of the problem and request a support person be present.

NOTE: If the Chief Executive Officer is deemed unacceptable to the Student, the local Community Justice Centre may be used.

The submission and the final outcome of the appeal is recorded and communicated to all parties in writing. The communication must contain the outcome of the appeal and the reasons for the decisions made. A copy of the communication is placed in the student file.

No further appeal mechanism exists beyond this point in the process.

Community Justice Centre

Community Justice Centres provide mediation services to the community to help people resolve their own disputes. Your local Community Justice centre can be found on the www.cjc.nsw.gov.au website. Their service is free, confidential, voluntary, timely and easy to use.

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STUDENT SERVICES

Language, Literacy and Numeracy (LLN)

We aim at all times to provide a positive and rewarding learning experience for all students. As part of the enrolment process all students are required to complete a Language, Literacy and Numeracy (LLN) assessment. In the event of Language, Literacy and Numeracy (LLN) becoming an issue, the Training Co-ordinator will contact the Student to discuss their requirements.

Students unable to complete the assessment will be referred to an appropriate service if language, literacy and numeracy competency is essential for your course. We will make every effort to ensure that you are adequately supported to enable completion of your training. Some examples of the type of support that we can offer include:

Literacy

- providing you only essential writing tasks
- considering the use of group exercises
- providing examples and models of completed tasks
- ensuring that documents and forms are written and formatted in plain English
- using clear headings, highlighting certain key words or phrases
- providing explanations of all technical terms used
- the use of demonstration and assessment, question and answer techniques to record competency

Language

- presenting information in small chunks and speaking clearly, concisely and not too quickly
- giving clear instructions in a logical sequence
- giving lots of practical examples
- encouraging you to ask questions
- asking questions to ensure you understand

Numeracy

- showing you how to do the calculations through step by step instructions and through examples of completed calculations
- helping you to work out what maths calculations and measurements are required to complete the task
- encouraging the use of calculators and demonstrating how to use them

Assessment for Students with Special Needs

Special needs may extend to more than physical or learning difficulties. Trainers/Assessors will need to consider these situations on a case by case basis. This is especially so in relation to assessment because one fundamental principle of an assessment system is that each student must have access to fair and open assessment. Depending on any specification given in the standards, the Trainer/Assessor may be able to accept alternative evidence from a student with special needs.

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If there is uncertainty, the Trainer/Assessor will call on other Trainers/Assessors or a verifier for assistance and guidance, as required. In such a case, the situation must be fully documented, with appropriate feedback being provided to the student at all stages.

Flexible Learning Strategies & Assessment Procedures

Flexible learning and assessment procedures form part of our learning and assessment strategies and are integral to the concept of competency-based training. We customise our training and assessments to meet your specific needs.

If you are having difficulty achieving competency in any module please discuss the matter with your Trainer/Assessor and where possible alternative learning/assessment strategies will be provided to you.

Competency Based Training

You are participating in a course of competency-based training. Qualifications are made up of Units of Competency. These tell us the skills and knowledge recognised as necessary to perform effectively in a particular job or role. Each industry area divides these skills and knowledge into related categories that form National Competency Standards for specific industry areas.

A competency is: "The ability to perform a job to the required level of performance expected in the workplace."

Assessment

Assessment is the means by which we determine whether or not a competency has been achieved. It is the process of collecting evidence and making judgements about the extent to which a person demonstrates the knowledge and skills as set out in the standards or learning outcomes of a unit of competency. For an effective assessment system in a competency environment, some basic principles must apply.

Underlying principles of assessment:

(a) Validity

The assessments effectively assess the units of competency

Validity of assessment is when:

- Trainers/Assessors are fully aware of what is to be assessed, as indicated by the standards of competence, including clearly defined performance criteria
- Appropriate evidence is collected from activities that can be clearly related to the units of competency.

(b) Authenticity

The evidence collected is authentic that is, actually comes from valid sources and is directly attributable to the skills and knowledge of the individual being assessed.

(c) Reliability

Reliable assessment uses methods and procedures that ensure that the competency standards are interpreted and applied consistently from person to person and from context to context. The following are important to ensure that assessment produces consistent outcomes:

- Clear, unambiguous, well documented assessment procedures and competency standards

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- Clear, consistent and specific assessment criteria
- Effectively trained, briefed and monitored assessors
- Adequate Trainers/Assessors across industries and a hierarchy of assessment which ensures a quality outcome
- Assessment is carried out within a system flexible enough to cope with multiple and diverse forms of evidence.

(d) Consistency

The assessment system must ensure that evidence collected and provided for judgement is consistent across the range, without undue reliance on any small number of select workplace contexts or projects.

(e) Currency

Under an effective system, assessment evaluates whether or not the individual's skills and knowledge are current and can be applied in today's workplace. As a general rule, competencies that have not been demonstrated within the past 3 years are not usually accepted as "current". However, an assessor, under some circumstances may make exceptions to the specified period.

There may be specific situations where skills have not been directly applied for a longer period, but these skills are in fact still current for the individual. In cases such as this, evidence from earlier periods may be admissible, and assessed for currency, within an appropriately flexible assessment system.

(f) Sufficiency

Evidence of competency should be sufficient to cover all the elements, performance criteria and required range of variables in the standards against which assessment is to be carried out.

A tendency of many candidates is to provide more (or less) evidence than is actually required to prove competency against the standards. An effective assessment system ensures that candidates are clearly advised regarding the amount and form of evidence, which is sufficient to prove competency. This should avoid the situation where masses of evidence are provided, requiring Trainers/Assessors to spend more time than necessary per candidate, or too little evidence, making it difficult to judge competence.

(g) Flexibility

Every portfolio or set of student evidence is unique. Each student will identify and develop his or her own specific set of evidence to prove competency against the standards. This set will be based on the workplace experience of the student and will comprise diverse types and forms of relevant and appropriate evidence.

Trainers/Assessors will take a flexible approach to the assessment of evidence. Clearly, this approach must always take time and cost into account both to ensure the best use of Trainers/Assessors time and the best use of the candidate and his or her employer's time.

An assessment system must evaluate the scope of knowledge and skills covered by the criteria both performance (skill) and underpinning knowledge and understanding.

Trainers/Assessors

The role of a Trainer/Assessor is to objectively assess and judge a candidate's evidence against a set of standards. In order to do this effectively, an Trainer/Assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the Trainer/Assessor must have acknowledged competency in assessment itself and hold an appropriate Certificate IV in

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Assessment and Workplace Training or Certificate IV in Training and Assessment. A Trainer/Assessor must:

- Interpret and understand the criteria
- Ensure that evidence meets the standards
- Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient
- Use expertise to make fair and objective judgements.

Lennox Institute has a recruitment policy that ensures our staff are suitably qualified and experienced to support the delivery and assessment of students.

Forms of Evidence

In general, basic forms of skills evidence include:

- (a) Direct performance evidence
 - current or from an acceptable past period
 - extracted examples within the workplace
 - natural observation in the workplace
 - simulations, including competency and skills tests, projects, assignments
- (b) Supplementary evidence, from:
 - oral and written questioning
 - personal reports
 - witness testimony.

Appropriate and valid forms of assessment utilised for both skills and knowledge may include:

- evaluation of direct products of work
- natural observation
- skill tests, simulations and projects
- evaluation of underpinning knowledge and understanding
- questioning and discussion
- evidence from prior activity.

Assessments are not a stressful activity. They are conducted in a relaxed and friendly atmosphere. Do not regard your assessment as an examination. Your Trainer/Assessor needs to know which competencies from your course you have mastered, and which competencies require further practice and will be flexible in the assessment method used. It is in your interest to ensure that all of the skills necessary for the job have been mastered; our aim is to help you to learn and master those skills and put them into practice.

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COMPLETING YOUR COURSE

Graduation

Congratulations – you have finished your course!

Your results and course file will be forwarded to the Chief Executive Officer to make sure everything is in order. We will either:

- send a Certificate or Statement of Attainment
- contact you for further information

On a Qualification Lennox Institute will provide:

- RTO name and code (state or national)
- full name of student (as per certified proof of identity)
- name and national code of qualification
- student identity number
- parchment/Certificate number
- date of issue

Incomplete Qualifications

If you leave the course without actually completing and being deemed competent in all of the assessments in full, then you are only entitled to be issued with a Statement of Attainment. This is simply a list of those units that you have been competent in during assessment.

On a Statement of Attainment (SOA) Lennox Institute will provide:

- RTO name and code (state or national)
- full name of student (as per certified proof of identity)
- name and national code of qualification partially completed (if applicable)
- name and national code of unit of competency/module achieved
- student identity number
- date of issue

Re-Issuing Qualifications

Lennox Institute keeps records of your course for 30 years. You may request a re-print of your Certificate or Statement of Attainment. There is a charge of \$50 per re-print, plus any postage fees that might apply. Please direct all written enquiries relating your student file and/or re-printing qualifications to the Chief Executive Officer.

The letter needs to state:

- (a) your name as per certified proof of identity (if your name has changed please write both your new name and your name at the time of the course with new certified proof of identity)
- (b) your date of birth

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- (c) your current address; and your address at the time of the course
- (d) the course you completed
- (e) when that course started and finished
- (f) any other detail you can give to identify yourself.

We will review your request and either:

- (a) send a new Certificate or Statement of Attainment, or
- (b) send a letter explaining why we can't re-issue your qualification at this time and what you need to do.

Feedback/Evaluation

Lennox Institute actively seeks your feedback and regularly undertakes evaluations of all courses and activities to continuous improvement.

We monitor compliance with AQTF standards and our policies and procedures through the use of evaluations at the completion of courses/traineeships.

Any complaints or deficiencies are documented on an Improvement Request form to ensure appropriate follow up action is taken.

Thank you for choosing to study with Lennox Institute. If you would like any further information please do not hesitate to contact us.