Student Handbook

LIONHOUSE
EDUCATION

Our House

Skilled Advance. Skilled Care. Fit

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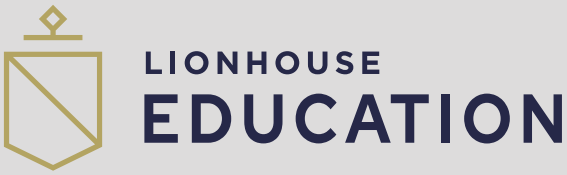

This Student Handbook has been prepared for the students of LH Education Pty Ltd.

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INTRODUCTION

MESSAGE FROM THE CEO

As the CEO of this organisation, I can assure students that I will fully support the implementation of all quality management and operational functions articulated in this student handbook. I welcome your input and advice to ensure that myself and the LH Education team adhere to our underlying philosophy of continuous quality improvement in all aspects of LH Education operations.

This student handbook provides the direction that informs and guides LH Education towards the provision of best practice in training development, management, and service delivery. For LH Education this will facilitate compliance with the standards regulated by the Australian Skills Quality Authority (ASQA). For clients of LH Education it will ensure that their investment in training provides the best possible training experience and outcomes.

Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector.

ASQA regulates courses and training providers according to the *Standards for NVR Registered Training Organisations 2012* to ensure nationally approved quality standards for training are met. The focus of these standards is the demonstration of preparedness of registered training organisations to deliver quality training and assessment services and focus on continuous improvement.

– Amanda White

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SERVICES

Programs offered by LH Education are aligned to the:

- CHC Community Sevices Training Package
- FBP Food, Bervage and Pharmaceutical Training Package
- HLT Health Training Package
- SIS Sport, Fitness and Recreation Training Package
- TLI Transport and Logistics Training Package

LH Education is able to offer students accredited training in the following:

QUALIFICATIONS

- BSB40520 Certificate IV in Leadership and Management
- CHC30121 Certificate III in Early Childhood Education and Care
- CHC33021 Certificate III in Individual Support
- CHC43015 Certificate IV in Ageing Support
- CHC43121 Certificate IV in Disability Support
- CHC50121 Diploma of Early Childhood Education and Care
- FBP20122 Certificate II in Food Processing
- FBP30121 Certificate III in Food Processing
- SIS30321 Certificate III in Fitness
- SIS40221 Certificate IV in Fitness
- SIS30521 Certificate III in Sports Coaching
- TLI30325 Certificate III in Supply Chain Operations
- TLI40324 Certificate IV in Supply Chain Operations

UNITS OF COMPETENCY

- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID011 Provide first aid

LH Education recognises the importance and benefits of combining industry experience with tertiary education when striving to deliver programs of highest quality and relevance to the client. All trainers and assessors employed, or contracted, by LH Education have demonstrated significant industry experience, allowing them to provide a professional, well-rounded learning environment for participants. Staff are equipped with the skills to ensure their teaching methods are suitable for all participants, utilising simple language where appropriate to communicate information most effectively. LH Education strictly adheres to the *Standards for RTOs 2025* to continue delivering training services of the highest quality to their clients.

The CEO, recognises that opportunities for improvement arise in every aspect of business, and has developed an organisational culture within LH Education to capitalise on these opportunities for improved practice.

SERVICES

LH Education supplies feedback forms to all students at the end of each program. Participant feedback has been identified as an important and valuable factor in monitoring and developing business practices and quality training. This will ensure the everchanging needs and expectations of clients are being met. The CEO also welcomes feedback for other improvement opportunities, such as risk assessment, student suggestions, complaints and appeals, validation sessions and audit reports.

As a student with LH Education, your feedback is critical to our continuous improvement. Along with the formal feedback mentioned earlier, students are encouraged to give feedback throughout their learning journey.

In order to encourage and achieve continuous improvement, based on the collection of the above-mentioned data, LH Education has developed a best practice record and register, which will include a written record of all improvement strategies and reviews.

LEGISLATIVE REQUIREMENTS

Registered Training Organisations (RTO) are subject to legislation pertaining to training and assessment, as well as business practice. LH Education will comply with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its intended scope of registration.

LH Education will also inform all staff and clients of the legislative and regulatory requirements that affect their duties or participation in vocational education and training. LH Education recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff.

COMPLYING WITH LEGISLATION

Staff will be advised at induction and kept up-to-date with changes to legislation through monthly management meetings and written correspondence. Policies and procedures and associated tools and templates will be updated to reflect updates to legislation as soon as practical following advice. Any training that is required will be organised in a professional and timely manner. All staff are encouraged to view current legislation online at: http://austlii.edu.au.

Examples of legislation relevant to the training business and its staff includes but is not limited to:

Commonwealth legislation:

- *Copyright Act 1968 Copyright Amendment online Infringement Act 2018*
- *Commonwealth Privacy Act 1988/Privacy Amendment Act 2012/Privacy Regulation 2013 Privacy Amendment Extension of External Dispute Resolution Scheme Exemption Regulations 2019*
- *Commonwealth Sex Discrimination Act 1984 Criminal Law and Justice Legislation Amendment Act 2018*
- *Commonwealth Racial Discrimination Act 1975 Statute Law Revision Act (No.2) 2015*
- *Commonwealth Age Discrimination Act 2004 Statute Update (Regulations References Act 2020)*
- *Commonwealth Disability Discrimination Act 1992 Social Service Legislation Amendment (Welfare Reform) Act 2018*
- *National Vocational Education and Training Regulator Act 2011 National Vocational Education and Training Regulator Amendment (Governance and Other Matters) Act 2020*
    - *Standards for VET Regulators 2015 Standard for VET Regulators (Amendment) 2017*
    - *Standards for registered Training Organisations 2025 Standards for Registered Training Organisations (RTOs) Amendment 2019 (No. 1)*

Training authorities/regulators:

- *National VET Regulator (NVR) National Vocational Education and Training Regulator Amendment (2020 Measures No. 1) Regulations 2020*
- *Department of Education*
- *Department of Employment and Workplace Relations*
- *Australian Skills Quality Authority (ASQA) Current*

LEGISLATIVE REQUIREMENTS

WORK, HEALTH AND SAFETY POLICY

The Work Health and Safety Act 2011 outlines the requirements of an RTO in establishing and maintaining workplace health and safety standards. The requirements of an RTO as specified in the above mentioned Act are to:

Secure the health, safety and welfare of employees and other persons at work.

- Eliminate, at the source, risks to health, safety or welfare of employees and other persons at work.
- Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self-employed persons.
- Provide for the involvement of employees, employers, and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards.

LH Education has initiated procedures, policies, guidelines and work instructions, practicing an ongoing commitment to workplace health and safety including each site used for training delivery.

The following presents a strategic overview of LH Education's safety system and provides guidance for meeting the requirements of Work Health and Safety Act on LH Education's premises thereby ensuring a high standard of workplace health and safety at all times.

It is an obligation under legislation that all LH Education employees and management contribute to and assist in maintaining workplace health and safety and risk management operations as part of their role within the RTO. LH Education management is responsible for providing the following standards as part of its commitment to employees and clients:

- A safe workplace, with a safe system of work.
- Adequate workplace health and safety professional development for LH Education students, employees, management and stakeholders.
- Properly maintained facilities and equipment.
- A clean, tidy, suitably designed workplace with the safe storage of goods.

The following procedures and standards are observed by LH Education to achieve a safe working and learning environment:

- Maintain a safe, clean and efficient working environment.
- Evacuation plan (fire, bomb, major incident).
- Emergency control.
- Accident/incident reporting.
- Rehabilitation.
- Risk identification reporting.
- PPE/chemicals (storage).
- Manual handling techniques and training.
- Store and dispose of waste according to WHS regulations.
- Equipment checks and maintenance.
- Equipment safe storage.
- Fire hazards identified and fire prevention.
- Student safety.
- Unsafe situations identified and reported.
- First aid and safety procedures displayed, for all LH Education staff and students to see.

LEGISLATIVE REQUIREMENTS

HARASSMENT AND DISCRIMINATION POLICY

Under Australian law it is a requirement of every workplace to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. In doing so, all staff and students are treated fairly and have the opportunity to feel safe, valued and respected.

By definition, harassment includes any form of behaviour that is unwanted, unwelcome or unreciprocated by relevant persons. This may manifest as verbal or physical harassment, but includes any acts that may be perceived as humiliating, offensive, intimidating, threatening, discriminatory or otherwise contributing to an unpleasant workplace or experience for the persons.

At LH Education, it is made known that in the event that a person considers that he or she has been or is being harassed, this person should be encouraged to inform the other party that their behaviour is objectionable and should not be continued, provided they are comfortable with confronting the offender. In instances where the person is not comfortable discussing the matter with the offending party, a trainer or other LH Education staff member should be informed of the situation. In this case, it becomes the responsibility of the relevant staff to follow LH Education policy and procedures to rectify the situation.

All students and staff working with LH Education have the right to discuss matters of harassment with the relevant members of staff without making a formal complaint; all discussions are dealt with in confidentiality. The right to lodge a formal complaint of misconduct against the offending party is available and will be actioned according to LH Education policy and procedures.

LH Education ensures that all staff are adequately trained in dealing with harassment and discrimination in order to fulfil their roles and responsibilities in creating and contributing to a harassment and discrimination free workplace. In addition to relevant training, LH Education management provides opportunities for communication and mentoring amongst staff to ensure that all employees understand and correctly apply the processes and procedures involved in identifying and addressing of all forms of harassment and discrimination.

LEGISLATIVE REQUIREMENTS

LH Education staff and students should be aware of the following definitions:

Racial harassment	Involves a person or persons being threatened, abused, insulted or taunted in relation to their race, descent, nationality, colour, language, ethnic origin or any other racial characteristic. It may include but is not limited to; derogatory remarks, innuendo or slur, gestures, intolerance, mockery, displays of material prejudice towards a race, racial jokes, discrimination, exclusion, allocation of least favourable jobs or positions, or unfair treatment.
Sexual harassment	Involves any verbal or physical conduct of a sexual nature, which is inappropriate, unwelcome or uninvited. It may include but is not limited to: sexually related physical contact such as kissing, embracing, pinching or other suggestive gestures, intimidation, coercion, requests for or promising of sexual favours, questions about a person's private or sexual life, sexist or explicit jokes, unwelcome phone calls, emails or other forms of non-work related communication, offensive noises, or displays of sexually graphic or suggestive material.
Bullying	Involves any behaviour that suggests a real or perceived power over another party, or otherwise undermines a person or group, generally comprised of repeated, persistent acts over a period. It may include, but is not limited to; verbal abuse, physical assault, intimidation, humiliation, unjustified criticism, sarcasm, insults, false or malicious rumours, exclusion or isolation, inflicting unnecessary work stresses, or sabotage of a person's work or their ability to work by withholding resources or information.
Confidentiality	Relates to privacy of information, ensuring that the information is only accessible to those who have the authority to access it. Within an RTO this may refer to private verbal discussions, student assessments, managerial decisions and legal proceedings.
Discrimination	Involves the unfair or unequal treatment of another person based solely on class or category. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age or sexual orientation. All forms of victimisation are also treated as a type of discrimination.
Harassment	Involves any behaviour intended to disturb, offend or upset. It may include any unwelcome or uninvited verbal or physical action that results in a person feeling intimidated, offended, humiliated or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.
Personnel	Refers to all employees and contractors of LH Education.

LEGISLATIVE REQUIREMENTS

Victimisation	Involves any process that results in the unfavourable treatment of a person on unjust terms. It may include, but is not limited to, unfair punishment, treating a person poorly for their involvement in a complaint, to swindle or defraud a person, adverse changes to another's work environment, or denial of access to work related resources. **Specific principles:** • It is the right of all staff and students to work and study in an environment free of any form of harassment and discrimination. • All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful and sensitive manner. Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated. • When LH Education management is informed of any event involving harassment or discrimination, it is their responsibility to take immediate and appropriate action to address it. • In dealing with all complaints, the rights of all individuals involved should be respected and confidentiality should be maintained. • It is the intention of LH Education management that a process of discussion, cooperation and conciliation will resolve all complaints. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the organisation. • Both the person making the complaint and the person against whom the complaint has been made will receive information, support and assistance in resolving the issue from LH Education management. • Victimisation is unacceptable and will not be tolerated. No person making a complaint or assisting in the investigation of a complaint should be victimised. • Harassment or discrimination should not be confused with legitimate comment and advice (including constructive feedback) given appropriately by management or trainers. Managers and trainers should be conscious of how they present their feedback to ensure the message is not misinterpreted. • 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 confidence that the procedures are designed to ensure fair resolution.

WORKING WITH PERSONS UNDER 18 YEARS OF AGE

Further details regarding LH Education's commitment to provide a safe environment for Children and Young Learners can be found within the Policy Document below:

LH Education Working with Younger Learners

The initial information that a child protection officer will require is:

- The name, age and address of the child or young person.
- The reasons you suspect the child or young person may have experienced or is at risk of experiencing harm.
- The immediate risk to the child or young person.
- Contact details. You may remain anonymous; however, it is preferable to provide these details so that the officer can call you if further information is needed.

If allegations may constitute child abuse by a person external to LH Education, the LH Education CEO will report the matter to the Police or the Department of Communities, Child Safety and Disability Services.

LH Education will comply with all relevant State and Federal legislation in the area of working with children.

LH Education management recommend that all staff obtain the appropriate Police check for child related employment. Information is available at: http://afp.gov.au.

LEGISLATIVE REQUIREMENTS

CONSUMER RIGHTS

Consumer protection

On 1 January 2011, the Australian Consumer Law commenced and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- National consumer protection and fair trading laws.
- Enhanced enforcement powers and redress mechanisms.
- A national unfair contract terms law.
- A new national product safety regime.
- A new national consumer guarantees law.

Contractual agreement

Students who enrol in a training program with LH Education should be aware that they are entering into a contractual agreement. With a view to ensuring all students are fully aware of their rights and obligations, LH Education will design agreements, enrolment forms, service agreements or similar using a logical format and simple English. This may include, but is not limited to:

- Wording that allows the perspective student to know what he/she is agreeing to.
- Clearly explained disclaimers.
- No misleading or deceptive behaviour.
- No actions, omissions or dialogue (written or verbal) that may force or coerce the student.
- Fair dealings for disadvantaged students.

Consumer protection policy

LH Education Pty Ltd seeks to uphold compliance with the Australian Skills Quality Authority (ASQA), National Centre for Vocational Education Research (NCVER) Act, and retaining a New South Wales (NSW) Smart and Skilled funding contract.

LH Education Pty Ltd is committed to providing high quality services and applying fair and ethical trading practices to safeguard our consumers' interests. Consumers in this context primarily refer to learners, employers, and other clients who utilise our training and assessment services.

We adhere to the national standards for RTOs, as enforced by ASQA, and comply with the obligations under the NCVER Act. We also align our practices with the NSW Smart and Skilled funding contract, ensuring our services are transparent, fair, and responsive to consumers' needs.

LEGISLATIVE REQUIREMENTS

Principles

Our consumer protection principles include:

- **Information transparency:** Provide clear, accurate, and timely information regarding training services, fees, and refunds.
- **Quality assurance:** Ensure delivery of high-quality training and assessment services.
- **Protection of privacy:** Comply with relevant privacy laws and regulations, including the Australian Privacy Principles.
- **Fair treatment:** Ensure all consumers are treated fairly and without discrimination.
- **Access to complaints and appeals process:** Provide consumers with easy access to a transparent complaints and appeals process.

PRIVACY PRINCIPLES

The *Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Privacy Amendment Act)* made many significant changes to the *Privacy Act 1988 (Privacy Act)*. These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014.

Privacy Principles that are strictly applied to all aspects of LH Education's operations include:

Collection	LH Education will only collect necessary information pertaining to one or more specific operations. The student will be informed as to the purpose for which details are being collected.
Use and disclosure	LH Education will ensure student personal information is not used or disclosed for secondary purposes without obtaining explicit consent from the student unless a prescribed exception applies.
Data quality	LH Education will take all reasonable measures to ensure that all students' personal information that is collected, used or disclosed is accurate, current and complete.
Data security	LH Education will take all reasonable measures to ensure all collected students' personal information is protected from misuse, loss or damage, and that all data and record storage is secure from unauthorised access, modification or disclosure.
Openness	LH Education will maintain documentation which detail how students' personal information is collected, managed and used. When a student makes an enquiry in relation to information collected, LH Education will explain what information is held, for what purpose it is held and what procedures outline the collection and use of information.
Access and correction	LH Education will allow students access to personal information held in all circumstances unless prescribed exceptions apply. If the student identifies errors within the information, LH Education will correct and update to file.

LEGISLATIVE REQUIREMENTS

Unique identifiers	All students undertaking nationally recognised training delivered by a registered training organisation will need to havae a Unique Student Identifier (USI). This can be created at usi.gov.au. LH Education can assist in this process if signed authorisation is provided by the student.
Trans-border data flows	LH Education privacy protection principles apply to the transfer of data throughout Australia.
Sensitive information	LH Education will request specific consent from a student in circumstances where it is necessary to collect sensitive information. Sensitive information may include, but is not limited to; information relating to a student's health, criminal record, racial or ethnic background.

STUDENT PROGRESS

Students have the right to request information about or have access to their own individual records. LH Education trainers and assessors or administration staff will provide the requested information or access. Students also have the right to request a hard copy of their own individual file that can be supplied as a printout from records retained within the data management system.

Please feel free to ask your LH Education trainer and assessor or administration staff at any time for a print out of your progress.

STUDENT OVERVIEW

WHAT COURSES CAN I STUDY WITH LH EDUCATION?

LH Education strictly adheres to *Standards for RTOs 2025* with all programs aligned to the qualifications contained in the following training packages.

- CHC Community Sevices Training Package
- FBP Food, Bervage and Pharmaceutical Training Package
- HLT Health Training Package
- SIS Sport, Fitness and Recreation Training Package
- TLI Transport and Logistics Training Package

LH Education is able to offer students accredited training in the following:

Qualifications:

- CHC30121 Certificate III in Early Childhood Education and Care
- CHC33021 Certificate III in Individual Support
- CHC50121 Diploma of Early Childhood Education and Care
- FBP30121 Certificate III in Food Processing
- SIS30321 Certificate III in Fitness
- SIS30521 Certificate III in Sports Coaching
- SIS40221 Certificate IV in Fitness
- TLI30321 Certificate III in Supply Chain Operations

Units of Competency:

- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID011 Provide first aid

HOW IS TRAINING DELIVERED?

Training courses with LH Education are delivered by:

- Face-to-face classroom training
- Online seminars and discussion boards
- Blended learning
- Online Interative Workshops
- Workplace training

WHAT ARE THE PREREQUISITES?

Prerequisites are specific to individual courses. Please consult the course outline for your chosen course for prerequisite information.

HOW DO I ENROL?

Enrolment is initiated by you contacting LH Education. We will despatch to you, by suitable means, an enrolment form and literature on the course(s) being considered, in addition any other relevant documentation required.

Students from New South Wales (NSW) will need to sign a consent form authorising LH Education to share your information with the State Training Services, National Centre for Vocational Research (NCVER) and any other government services. These organisations may ask you to participate in surveys, projects etc. to improve, check and improve our training services.

FEES

LH Education operates predominately as a 'fee for service' training business,which means training programs generally attract fees. These fees are paid by/charged to the students, a government agency, or the student's employer.

Students may be eligible for subsidised training if they are residents of NSW, and in some cases may also be eligible for Fee Free Training.

For further information regarding the above, email LH Education directly at info@lionhouse.edu.au.

FEE STRUCTURE

Total course fee

Each qualification, unit of competency or accredited course offered by LH Education has a specific course fee. The course fee is the maximum fee that may be charged to the students for his/her selected training program.

It is LH Education's policy that the course fee will be all-inclusive. Students will not be 'surprised' by unexpected requirements, fees or expenses.

Inclusions:

- All tuition
- Support and coaching
- Classrooms and facilities

Where additional resources normally associated with a program of study are required (for example; reference material, research documents, own computer) the students will be clearly advised of exactly what is required in the student's resources for that program.

For specific course fees please contact us directly at info@lionhouse.edu.au

Re-assessment fee

LH Education provides up to three (3) repeat assessment submissions per unit of competency without cost. If the student requires a further assessment review and support a reassessment fee of $325 will apply.

FEES

Course extensions

LH Education will allow students to apply for one course extension for up to six (6) months, the following fees will apply:

- Six (6) week extension **$90.00**
- Three (3) month extension **$180.00**
- Six (6) month extension **$350.00**

No fee applies to produce a statement of attainment when the students has partially completed the training program and must withdraw.

Reprint certification

Where the student requests a new copy of his/her certification, the following fees apply:

- Statement of Attainment **$25.00**
- Certificate and Record of Results **$60.00**

RECEIVING PAYMENTS

Fees paid in advance

LH Education does not collect students fees in advance, therefore complying with Clauses 5.1-5.3 and 7.3 of the Standards for RTO's 2025. A deposit for the course fee is required from each student which is paid into LH Education account.

Program payments

A LH Education receipt will be issued for all payments received.

Accounting software is utilised to record deposits, pre-enrolment payments and course pre-payments.

Payment plans

Payment plans entered into with LH Education for payment of courses must be paid as per the Direct Debit Agreement. The course qualification will not be issued until full payment has been made, and should the student default on the payment plan, LH Education reserve the right to pass on the debt to a debt collection agency to pursue. A credit default may be issued by the debt collection agency should the debt remain unpaid.

Fee Conditions

Students are required to agree to confirm full payment of their purchase regardless of early completion or withdrawal from the scheduled program.

REFUNDS

LH Education has a fair and reasonable refund policy. All requests for refunds or Direct Debit Cancellation must be made in writing by the student and authorised by LH Education management.

Students are eligible for a full refund of course fee if they notify us via email at info@lionhouse.edu.au with their intent to withdraw by the Withdrawal with no Penalty cuttoff date.

The Withdraw with no Penalty cuttoff date is the sooner of the following:

- 21 days after enrolment date, or
- Date of course commencement – defined as being formally provided access to qualification materials by way of online learning (LMS) or classroom based learning materials (learner guides).

Payment Plans

Note that the above Withdrawal with no Penalty cuttoff date applies to students that are granted payment plans via direct debit. If a student Withdrawals after the cuttoff date, they will be required to still make full payment of course fees as per the payment plan, or they may chose to pay the remainder of the fees up front.

If a student Withdrawals prior to the cuttoff date, they will receive a full refund of payments made and the payment plan will be cancelled.

In the event that LH Education must withdraw a student from training due to unforseen circumstances, a refund will be provided based on the number of unit of competency completions. For example, if a student had completed 5 of a total of 10 units, a 50% refund would be provided.

Refunds will be processed within 28 days of notification of withdrawal.

RECORDS

LH Education has a clearly documented quality administrative and records management system in place to secure the accuracy, integrity and currency of records, to keep documentation up-to-date and to secure any confidential information obtained by LH Education and committees, individuals or organisations acting on its behalf.

Data is collected and stored in accordance with the processes outlined in this document and LH Education record management procedures ensure timely and accurate records inform the continuous improvement processes of LH Education. In addition, these records management procedures will ensure that all documentation providing evidence of compliance to the essential standards of registration is accurately maintained.

RECORD KEEPING PROCEDURES

LH Education has a clearly documented quality administrative and records management system in place to secure the accuracy, integrity and currency of records, to keep documentation up-to-date and to secure any confidential information obtained by LH Education and committees, individuals or organisations acting on its behalf.

Upon enrolment, student's details will be entered into the LH Education database system. This process initiates the establishment of the student's individual file which is then used to record all future details pertaining to the client. The file is retained by LH Education and management of the file will be in accordance with the LH Education training records policy.

LH Education is committed to maintaining the accuracy, integrity and currency of all student files, as well as ensuring appropriate security of all records to uphold confidentiality and protect student privacy

Complete assessments

Each and every assessment submitted by a student will be retained for a minimum period of six (6) months. At the expiration of six (6) months period, the student's assessments will be scanned and stored electronically for thirty (30) years.

When in paper format, student's work will be filed according to the competency/unit number, competency/unit cluster or alphabetically according to the students' names. Individual student records will be stored in a lockable steel filing cabinet in a locked secure office area. If the files are stored in a location where student or public access is possible, the cabinets will remain locked.

For ease of application and consistency, a similar filing process will be used for electronic files. The electronic records are stored utilising AVETMISS compliant software and access is restricted by a password system.

RECORDS

Results of assessment records

Student assessment results will be recorded electronically within the LH Education database system. This information may be used to provide annual competency completion reports and/or AVETMISS reports, as required.

- Sufficient information to re-issue the testamur, if required, will be retained.
- Results of assessment will be retained for thirty (30) years.

Security

LH Education ensures further security of records by complying with the storage requirements detailed in ASQA's general directive: retention requirements for completed student assessment items, 22 June 2012. This directive includes requirements for storage including: safeguards against unauthorised access, fire, flood, termites or any other pests, and

to ensure that copies of records can be produced if the originals are destroyed or inaccessible. LH Education enhances its compliance with this directive by protecting electronic files with up-to-date virus protection, firewall and spyware protection software.

The data management system is cloud-based, and offers the security and integrity expected of a reputable Cloud storage system.

Paper based records will be scanned and saved in Adobe PDF format. Paper records will be securely shredded every twelve (12) months in accordance with CEO directions.

A copy of each testamur issued is scanned and retained in Adobe PDF format. If requested, the testamur may be re-printed at any time within the thirty (30) year period after issue. This method ensures the original format, design, signature, date and units of competency are re-printed accurately and with a minimum of effort and expense.

The database system is used and data/files/records are converted and saved in Adobe PDF format. LH Education has chosen Adobe PDF because research indicates this software will be able to be opened and read for up to thirty (30) years.

Ceasing operation

In the event that LH Education ceases to operate, its records will be transferred to ASQA in the appropriate format and detail as specified by the Department at the time of ceasing RTO operations.

All other records including training records, taxation records, business and commercial records will be retained for a period of at least seven (7) years.

LH Education will ensure that any confidential information acquired by the business, individuals, or committees or organisations acting on its behalf is securely stored.

RECORDS

ACCESS TO RECORDS

LH Education has implemented a record management system that ensures that all students have access to accurate information regarding their learning in a timely fashion. To ensure this, employees are informed of their responsibilities for record keeping and the process is monitored through the continuous improvement process and improved where necessary. This section outlines the data management procedures that support this records management system.

Access to student records

Access to individual student training records will be limited to those required by the *Standards for RTOs 2025*, such as:

- Trainers and assessors to access and update the records of the students whom they are working with.
- Management staff as required to ensure the smooth and efficient operation of the business.
- Officers of ASQA or their representatives for activities required under the *Standards for RTO's 2025*.

LH Education trainers and assessors will maintain accurate and current records of each student's progress and achievement of competencies in the area of their study. These records will be entered on the LH Education database system during training and assessment or immediately at the completion of training and assessment.

As students complete each competency, the trainer or assessor will check the achievements against the relevant qualification packaging rules and sign off successfully completed competencies.

All details of full or partially completed competencies will be recorded and stored on the student's file.

Upon completion of all relevant competencies within a qualification, the student will be entitled to receiving the full qualification. The certificate and academic record and/or statement of attainment will be produced and signed by LH Education management, trainer and/or assessor, and presented to the student.

A scanned electronic copy of all signed qualifications issued will be converted to PDF format and secured in the student's file.

STUDENT ACCESS TO RECORDS

Students have the right to request information about or have access to their own individual records. LH Education trainers and assessors or administration staff will provide the requested information or access. Students also have the right to request a hard copy of their own individual file that can be supplied as a printout from records retained within the data management system.

You should feel free to ask your LH Education trainer and assessor or administration staff at any time for a printout of your progress.

PRIVACY

LH Education considers student privacy to be of utmost importance and will practice a high standard of care and concern in regard to maintaining student privacy in all aspects of business operations. Any persons external to the organisation acting on behalf of LH Education are made aware of the confidentiality procedures and privacy policies prior to commencing work with LH Education.

LH Education will comply with all legislative requirements including the Privacy Act 1988 (Commonwealth) and Australian Privacy Principles (2014). The Privacy Amendment (Enhancing Privacy Protection) Act 2012 (Privacy Amendment Act) made many significant changes to the Privacy Act 1988 (Privacy Act). These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014.

LH Education ensures no student information is disclosed without the student's consent, except as required by law or in adherence to the *Standards for RTOs 2025*. Student consent must be obtained in writing from the student, unless the student is under the age of 18 years, in which case written consent from their parent or guardian must be obtained. Consent to disclosure of information forms and/or letters will be recorded.

RECOGNISE QUALIFICATIONS OF ANOTHER RTO

LH Education will recognise all Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by any other RTO. If any ambiguity is detected when validating a student's certification, LH Education will seek verification from the relevant RTO before recognising the qualification or statement of attainment.

Procedure for recognition of qualifications

Students enrolling with LH Education will be made aware of the recognition of qualifications policy by LH Education staff at the time of enrolment to offer the opportunity of recognition of relevant qualifications or statements of attainment prior to the commencement of training. LH Education trainers will remind students of the policy progressively throughout the duration of their course.

When a student presents an AQF qualification or statement of attainment to a trainer or staff member, a copy of the certificates will be taken and submitted to LH Education for verification. LH Education will verify the authenticity of the qualification or statement of attainment.

The verified copy of the qualification or statement of attainment is placed in the student's file. Once verification of the qualification or statement of attainment has been established, LH Education staff will inform the student and offer exemption from the relevant unit(s) of competency. Staff will ensure the student is aware of and understands what component(s) of their training and assessment are affected.

LH Education staff will update the student's records accordingly.

Credit transfer

Credit transfer refers to the transferal of academic credit obtained by students through participation in courses or national training package qualifications with other RTOs, towards a qualification offered by LH Education. Credit transfer is granted on the basis that the credit validates the student's competency within the relevant qualification/unit of competence. Credit transfer of a qualification/unit of competence is available to all students enrolling in any training program offered by LH Education.

Unique Student Identifier (USI)

The Unique Student Identifier (USI) scheme, enabled by the Student Identifiers Act 2014, allows students to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs. The online system provides each student with a USI.

The USI scheme will provide a national online authenticated record of student's training attainment and will serve as a building block for a range of vocational education and training reforms. Students will have the ability to access and share their training records will make enrolment processes more efficient for training providers and students. Training providers will have access to an online information source to manage student transfers between training providers, and the assessment of credit transfer and prerequisites.

LH Education will only issue a qualification or statement of attainment to a student after the student has provided a verified USI or LH Education applies for a USI on behalf of the student. To avoid any delays in issuing certification documentation LH Education will ensure that student's USIs are applied for or verified USI at the time of enrolment.

LH Education will protect the security of all information related to USIs. Security measures are in place to protect both digital and hard-copy records from loss, damage or unauthorised access. LH Education stores paper based records in locked cabinets. Digital records are backed up on a Cloud system. All AQF certification documentation issued by LH Education is kept for 30 years. Where a qualification or statement of attainment is recorded in the USI scheme, LH Education does not retain additional records to demonstrate this because the required records will exist within the USI scheme.

When reporting data about the training, each record of nationally recognised training that is provided to the national centre for vocational education research (NCVER) national VET provider collection will have a USI attached. This USI will be able to be used to draw down on this data collection in real time. This means that students will be able to draw down a record of their VET achievements from one place. They can view this online or they can use the data to develop a transcript that they can attach to a job application, for example.

The USI will be increasingly useful for LH Education when as the data builds, LH Education (with the student's permission) will be able to draw down information about that student's previous VET attainments throughout Australia. This will assist with assessing student's admission to courses, for credit transfer and in some circumstances, their eligibility for funding.

More information is available from the Department of Industry's website where a comprehensive video outlines the USI scheme for LH Education staff.

TRAINING AND ASSESSMENT

LH Education is committed to delivering high quality training and assessment services that exceed the expectations of their students. To ensure this, LH Education has implemented processes for data collection and analysis within its operations that ensure the continuous improvement of training and assessment. Continuous improvement measures in this area respond to the results of data analysis and involve all internal and external stakeholder groups.

The quality and continuous improvement policy and procedure defines the methods of data collection and analysis. In order to provide high quality outcomes to their clients and students, LH Education ensures that strategies for training and assessment are developed with effective consultation with industry and stakeholders.

PRINCIPLES OF TRAINING AND ASSESSMENT

Training and assessment strategies developed by LH Education will adhere to the following principles:

- Training and assessment strategies are developed for each qualification/unit of competency that will be delivered and assessed.
- All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification.
- Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders.
- Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups.
- Training and assessment strategies will be validated annually through the internal review procedures.

Quality training and assessment principles

LH Education will apply the principles of assessment and the rules of evidence.

TRAINING AND ASSESSMENT

Principles of assessment

To ensure quality outcomes, assessment should be:

- Fair
- Flexible
- Valid
- Reliable

Fair	Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, 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, assessment 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 are essential to competent performance. • Assessment of knowledge and skills must be integrated with their practical application. • Judgement of competence must be based on sufficient evidence (that is, evidence gathered on several 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 in consistent assessment outcomes. Reliability requires the assessor to have the essential competencies in assessment and relevant 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
- Sufficient
- Authentic
- Current

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 are essential to competent performance. • Assessment of knowledge and skills must be integrated with their practical application. • Judgement of competence must be based on sufficient evidence (that is, evidence gathered on several occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency.
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.

CONNECTING TRAINING AND ASSESSMENT WITH THE WORKPLACE

To maximise the outcomes for students, LH Education ensures that every opportunity to connect training and assessment with the workplace is utilised. Opportunities will be developed in consultation with the relevant workplace personnel and responsibilities clearly communicated to all involved.

To identify a range of delivery and assessment methods that meet a variety of needs, an ongoing schedule of industry liaison and consultation will be adhered to. These consultations will be documented with meetings and memorandums acknowledged by those industry and enterprise representatives involved in consultation relative to the development of assessment strategies.

Students enrolled in a traineeship program will normally be working for an employer within the industry. Employers are charged a contribution fee towards the cost of training and assessment, which is in-line with State contract guidelines.

LH Education will:

- Involve workplace personnel in planning workplace programs, where they are relevant to the training and assessment program.
- Ensure that the training and assessment program makes full use of opportunities at the workplace.
- Monitor each student's progress and the support provided to them by workplace personnel.
- Consult with workplace personnel in the development of workplace training and assessment processes.
- Inform workplace personnel of their training and assessment roles and responsibilities, and accept these responsibilities, where relevant to the training and assessment program.
- Monitor support provided to each student by workplace personnel.
- Monitor the student's progress.

Information from workplace personnel is used to continuously improve training and assessment. Several programs that engage employers or other parties who contribute to each learner's training, assessment and support services to meet their individual needs are available.

TRAINING AND ASSESSMENT

Assessment policy

LH Education acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competence, the CEO will ensure:

- Compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course.
- Assessment leads to a qualification or statement of attainment under the AQF.
- Assessment complies with the principles of competency based assessment and informs the student of the purpose and context of the assessment.
- The rules of evidence guide the collection of evidence to support the principles of validity and reliability.
- The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment.
- Timely and appropriate feedback is given to students.
- Assessment complies with FIT's access and equity policy.
- All students have access to re-assessment on appeal.

LH Education implements an assessment system that ensures that assessment (including RPL) complies with the assessment requirements of the relevant training package or VET accredited course. LH Education recognises that each unit of competency contains assessment requirements relating to: performance evidence, knowledge evidence and assessment conditions.

Training Guarantee

It is the intention of the CEO that all students will receive the full training services paid for at all times, including but not limited to training and assessment, assessment only, RPL or short courses. The corporate structure, governance and financial management systems and processes guarantee the training for students enrolled with LH Education. Specifically, the integrity, business experience and training expertise of the CEO ensure continuity of training and completion of training is guaranteed for all students. The continuous improvement and quality management practices employed by FIT's CEO and staff are designed to pro-actively identify any anomaly that might cause a business interruption or training failure, and address this situation before any students are affected.

Training continuity and completion is also guaranteed by the quality management and operational framework procedure developed by LH Education. For example: the recruitment, induction and staff professional development policies and procedures ensure best practice and minimise the potential for business interruption or training failure.

TRAINING AND ASSESSMENT

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) means recognition of competencies currently held, regardless of how, when or where the learning occurred. These competencies may be attained through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL, the assessor must be confident that the student is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in AQF accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

FIT appreciates the value of workplace and industry experience, and recognises that students will acquire vocational skills and knowledge from a variety of sources other than formal training. These skills are legitimate irrespective of how they were acquired and the RPL process is designed to provide validation of such relevant skills.

LH Education Recognition of Prior Learning process

Recognition of Prior Learning (RPL) is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a VET qualification.

The recognition of prior learning (RPL) process will be offered to and explained to all relevant students. All students will have access to LH Education's RPL policy which is available on request.

Students who believe they have already obtained current skills and knowledge that would otherwise be covered in the qualification/unit of competence for which they intend to attain, should apply for RPL at the time of enrolment. The student's skills and knowledge will be assessed and validated, and where appropriate, units of competency acknowledged and face-to-face training reduced.

As part of the LH Education's enrolment policy, trainers will advise students of the availability of RPL policy, explain what the process involves and how it relates to the attainment of the qualification in some circumstances. Trainers will remind students of this option progressively throughout their time in training, in order to provide multiple opportunities for students to engage in the RPL process.

When approached by a student seeking RPL, trainers will:

- Provide the students with copies of an RPL Kit
- Provide the students with information about the types of evidence that can be used to support an RPL application
- Assess the student's information and notify students of the outcome of the RPL process

TRAINING AND ASSESSMENT

Recognition of prior learning fee

The student will be charged an upfront application fee of the scheduled course fee is required, please enquire within. This includes the initial application, consultation either in person or via phone with the suitably qualified assessor, the RPL assessment and (if successful) certification. If the student is deemed competent in all units of competency for the qualification they have enrolled in then the below fees are required to be paid on completion:

- Certificate III **$990.00**
- Certificate IV **$1200.00**
- Diploma **$1600.00**

Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit by unit basis based on the scheduled course fee.

CLIENT SERVICES

LH Education is committed to delivering high quality services that support students throughout their training and assessment. This commitment is based on a client focused operation that produces the best possible outcome for students. LH Education will ensure students are informed of the services they are to receive, their rights and obligations, and the responsibilities of the RTO. Students who undertake training with LH Education receive every opportunity to successfully complete their chosen training program. LH Education will provide students with information prior to commencement of services including any subcontracting arrangements affecting the delivery of training and/or assessment.

STUDENT ADVICE

LH Education takes a systematic approach to establish and recognise the needs of each client. It is a requirement that all staff members do their utmost to meet the needs of students. Where a student need is outside the scope or skill of the organisation they will be referred to an appropriate service or an alternate training organisation.

LH Education delivers specialised training and assessment services . As such, it is vital that all students are informed of and understand the extent of the training course that they are enrolling in. LH Education has in place a process and mechanism to provide all clients information about the training, assessment and support services to be provided, and about their rights and obligations, prior to enrolment or entering an agreement.

In summary, LH Education will provide:

- Training programs and services that promote inclusion and are free from discrimination.
- Support services, training, assessment and training materials to meet the needs of a variety of individual students.
- Consideration of each individuals needs to provide the best opportunity for skill development and attainment of qualifications that can lead to further training or employment.
- Opportunity for consultation between staff and students so that all aspects of individual circumstances can be taken into consideration when planning training programs.
- Consideration of the views of the student community, government agencies and organisations, and industry when planning training programs.
- Access to information and course materials in a readily available, easily understood format.
- Information to assist students in planning their pathway from school or the community to vocational education and training.

While LH Education guarantees that all students will receive the full training services paid for, it does not guarantee a student will successfully complete the course in which they are enrolled, or that the student will obtain an employment outcome outside the control of LH Education.

CLIENT SERVICES

Student information policy

LH Education will provide all relevant information and directions to each student prior to enrolment as part of student induction to enable the student to make informed decisions about undertaking training with LH Education. This information will be clear and readily available in electronic copy. This will include details required to source the LH Education student handbook.

LH Education will provide the following information specific to each student:

- The code, title and currency of the AQF qualification, skill set or VET course to which the student is to be enrolled, as published on the National Register. The services the RTO will provide to the student including the:
- estimated duration of the services
- expected locations at which the services will be provided
- expected modes of delivery
- name and contact details of any subcontractor which will provide training and assessment to the student
- The student's obligations including any requirements that LH Education requires the student to meet to enter and successfully complete their chosen AQF qualification, skill set or VET course.
- Any materials and equipment that the student must provide.
- The educational and support services available to the student.

Where there are any changes to agreed services, LH Education will advise the student as soon as practicable, including in relation to any new third party arrangements or a change in ownership or changes to existing third party arrangements.

STUDENT SELECTION AND ENROLMENT PROCEDURE

Student selection

Enrolment and admission into some LH Education programs is subject to meeting certain prerequisite conditions and/or entry requirements. Specific details of the prerequisites pertaining to these training programs are contained in individual course documentation and are made available prior to enrolment. In the case that a potential student does not meet the prerequisite conditions and/or entry requirements, LH Education staff will endeavour to assist them in understanding their options in regard to meeting the standards. Any questions regarding these arrangements can be addressed by trainers or LH Education management.

Enrolment

The enrolment procedure commences when a student contacts LH Education expressing interest in a training program(s). LH Education staff will respond by dispatching by suitable means an enrolment form, student handbook, literature on the program(s) being considered and any other documentation which may be relevant including State Funding information is required. For NSW Smart and Skilled enrolments will also require a Consent and Declaration to support the enrolment process.

Enrolment applications will then be assessed to ensure that the student meets any prerequisites and/or entry requirements that have been set for the selected course. Students will be informed of successful enrolment and sent information on the course and their course induction. Students who do not meet the prerequisites for the selected course will be notified of their unsuccessful enrolment and invited to contact LH Education to discuss their training needs and alternative opportunities.

For NSW Smart and Skilled enrolments the student will also be provided of their 'Notification of Enrolment' created and quote for required student fees.

PRE-ENROLMENT QUESTIONNAIRE AND SUPPORT SERVICES

Assessing Individual Needs

To support a tailored learning experience, LH Education provides a pre-enrolment questionnaire to each prospective student. This questionnaire gathers information on the student's background, learning preferences, and any specific requirements they may have.

Also included are questions regarding language, literacy, numeracy and digital literacy needs as well as specific questions about any disability, learning difficulty, or additional support that may be required.

Responses are reviewed by our staff to identify potential support needs, which may include additional resources or tailored services to enhance the student's learning journey.

The outcome of this questionnaire will also help identify any learning differences or barriers a student may face, enabling our training team to ensure the training materials, assessments and the learning environment are suitably equipped in order to maximise the learning outcomes of the student.

Further to this, we offer psychometric testing to prospective students to help them make better informed decisions on career pathways based on their personality traits and areas of strengths.

Additional Support Services

Based on the assessment of individual needs, LH Education offers a variety of support services, including:

Study Support Programs

Assistance with study skills to improve learning efficiency.

Language, Literacy, and Numeracy (LLN) Support

LLN programs or referrals to support providers as needed.

Accessible Resources for Disabilities

Access to specialised equipment or programs for students with disabilities.

Learning Resource Centres

Facilities that provide additional materials and resources to support learning.

Flexible Scheduling

Options for flexible delivery to accommodate individual circumstances.

CLIENT SERVICES

Counselling and Mediation Services

Support for personal or academic issues, maintaining a positive learning environment.

Information Technology Support

Technical assistance to facilitate online learning and access to digital resources.

LH Education is committed to fostering an inclusive learning environment where every student can access the resources and support necessary for their success.

Pre-course communication

As an additional support to enrolling students, LH Education will send a pre-course communication to the student prior to the commencement of training. Information includes the time, date and location of training, the resources the student should bring to the course and overview of the units of competency to be studied and the format/style of training to be provided.

ACCESS AND EQUITY

LH Education is committed to practicing fairness and providing an equal opportunity for all current and potential students to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location that may present a barrier to access, or any other perceived difference in class or category. LH Education ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. LH Education will address access and equity matters as a nominated part of operational duties.

If a student identifies with one or more of the following priority groups, he/she may be able to receive additional assistance:

- Aboriginal and/or Torres Strait Islander people
- Carers of people who are ill, aged or who have a disability
- People with a disability
- Women and girls who are returning to education and training
- Women and girls who are seeking training opportunities in non-traditional roles
- Young people aged 15 to 25
- Australian South Sea Islanders
- Parental job seekers
- People with English language, literacy and numeracy needs
- Mature aged workers who require up-skilling
- Long term unemployed and disadvantaged jobseekers
- People from different cultural and ethnic backgrounds
- People who speak a language other than English

LH Education has developed this quality management and operational framework to guide and inform all staff and students in their obligations regarding access and equity. Upon induction into LH Education, all staff is provided with copies of the policies which they must adhere to throughout all their operations as a LH Education staff member. Students are made aware of the access and equity policy via the LH Education student handbook, and informed of their rights to receive access and equity support and to request further information.

LH Education access and equity policies are in place to ensure that training opportunities are offered to all people on an equal and fair basis in all circumstances, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

Practicing these policies will guarantee that any student who meets LH Education entry requirements will be accepted into any training programs. If any student or staff member have issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to LH Education's management for consultation.

LANGUAGE, LITERACY & NUMERACY ASSISTANCE

LH Education course information and learning materials contain written documentation and in some cases, numerical calculations.

LH Education recognises that not all students will have the same level of ability in relation to reading, writing and performing calculations. When an issue is identified by LH Education staff or requested by a student, a language, literacy and numeracy test will be provided to assess the student's ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

LH Education will endeavour to provide assistance to students having difficulty with language, literacy or numeracy to accommodate their needs. In the event that a student's needs exceed the ability of LH Education staff to assist, the student will be referred to an external support agency so they can obtain the skills required to complete the training program.

STUDENT SUPPORT

Student support policy

LH Education will assist all students in their efforts to complete training programs by all methods available and reasonable. LH Education will determine the support needs of individual students and provides access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill set or VET course as specified in training packages or VET accredited courses. LH Education will continue to develop strategies to make support available where gaps are identified.

Trainers are responsible for ensuring that all students are aware they can contact their trainer or other LH Education staff members in the event that they are experiencing difficulties with any aspect of their studies. Staff will ensure students have access to the full resources of LH Education to assist them in achieving the required level of competency in all nationally recognised qualifications.

Students are notified and provided access to a study coach, this service is accessed through, email or if need phone call.

In the event that a student is experiencing personal difficulties, training staff will encourage the student to contact LH Education who will provide discreet, personalised and confidential assistance as according to the nature of the difficulties.

In the event that a student's needs exceed the capacity of the support services LH Education can offer, they will be referred to an appropriate external agency. Extensive information regarding support agencies, resources and services may be sourced online. LH Education staff members will assist students to source appropriate support.

CLIENT SERVICES

Flexible delivery and assessment procedures

LH Education recognises that some people are better suited to learning via teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, a student who is experiencing difficulty learning and achieving the desired results in the traditional setting may show considerable improvements.

The staff and management of LH Education respect these differences among students and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of students. For example, the inability to complete a written assessment will not be interpreted as a sign of incompetence, provided the student can verbally demonstrate competency.

Acceptable adjustments to teaching and assessment methods may include, but are not limited to; having a trainer read assessment materials to students, having a student's spoken responses to assessment questions recorded or allowing a student to sit for an assessment alone in a different room.

LH Education recognises that some students may require more time to complete their qualifications and have a policy that allows for student extensions to be granted. A student may contact student support to request an extension beyond their initial study period, with 6, 12 and 26 week extensions on offer.

An extension price list can be found on page 19 of the Student Handbook, and does not apply to students completing a traineeship with their employer. LH Education will grant extensions on traineeships on an as-needs basis.

If a student would like to request a hold to be implemented on their studies due to unforeseen circumstances, they may submit a request to LH Education Student Support at studentsupport@lionhouse.edu.au.

LH Education staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards.

Reasonable adjustment

Reasonable adjustment means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

Employment Assistance

LH Education recognises that transitioning into employment is a key outcome for learners. We are committed to supporting students in accessing employment assistance services tailored to their career goals, training qualifications, and individual needs.

CLIENT SERVICES

LH Education maintains a dedicated Recruitment and Employer Engagement Department, which plays an integral role in connecting graduates with real employment opportunities. Leveraging our extensive industry networks and strong relationships with employers developed through our traineeship programs, LH Education offers the following employment support services to eligible graduates:

- **Job Matching**: Active referral of graduates to suitable job vacancies within our employer network.
- **Interview Preparation**: Assistance with resume writing, interview coaching, and employability skills training.
- **Industry Introductions**: Coordinated introductions to potential employers, including participation in job fairs, workplace visits, and recruitment events.
- **Placement Pathways**: Where appropriate, transition of graduates from traineeships into ongoing employment with host employers.
- **Continued Support**: Ongoing follow-up and feedback support to assist with job retention and career progression post-placement.

PERSONAL ACCESS PLANS FOR STUDENTS WITH DISABILITIES

LH Education is committed to fostering an inclusive learning environment that enables VET students with disabilities to access training and assessment on an equal basis. In recognition of the unique needs of each student, LH Education strives to make reasonable adjustments that support fair participation, while upholding the integrity and standards of the training and assessment.

These adjustments will be made on an individual basis to ensure a personalised approach to provide an environment where individuals with disabilities can thrive.

Procedures for Implementing Personal Access Plans

Initial Consultation and Disclosure

Upon enrolment, students are invited to disclose any disabilities and discuss possible support needs. A designated staff member will conduct a confidential consultation with the student to determine appropriate adjustments. This consultation is based on the student's needs, their specific learning objectives, and the requirements of the training product.

Adjustments to learning and assessment activities

A Personal Access Plan with include reasonable adjustments to the way learning and assessment activities are conducted, enabling students with disabilities to perform to the best of their ability. These adjustments may involve:

- Alternative formats of assessment (e.g., verbal responses, extended time, use of assistive technology).
- Physical adjustments to the training environment (e.g., accessible seating, quieter settings).
- Additional support such as having a trainer read assessment questions aloud.

Assessment and Approval of Personal Access Plan

Each request is evaluated to determine feasibility and appropriateness. The Training Manager and relevant trainers collaborate to assess the potential impact on learning outcomes, ensuring adjustments align with the training standards. Adjustments deemed reasonable and viable are documented and implemented with the student's consent.

Implementation and Communication

Approved Access Plans are communicated to the student and relevant trainers or assessors before commencement. Adjustments are tailored to facilitate effective learning while ensuring all competency requirements are met. LH Education staff are available to provide ongoing guidance and support, ensuring the student feels well-supported throughout their training.

Monitoring and Review of Personal Access Plan

Adjustments are periodically reviewed to ensure they continue to meet the student's needs. Feedback is encouraged from both the student and trainers to assess the effectiveness of the support provided. LH Education is committed to continuously improving its support for students with disabilities, fostering an adaptive learning environment that promotes equal opportunity.

Commitment to Inclusive Practices

By adopting reasonable adjustments and maintaining consistent standards of competency, LH Education demonstrates its commitment to inclusivity and accessibility. This policy supports LH Education's mission to empower all students, ensuring that everyone can succeed in their training and achieve their educational and career goals.

Student Wellbeing Services and Counselling Referral

In the event that a student's needs exceed the capacity of the support services LH Education can offer, they will be referred to an appropriate external agency.

The Student Support team will provide the student, or their parent/guardian if they are under 18, with the details of the appropriate agency depending on the type of support required.

The below table is a summary of the support services that LH Education may refer a student to:

Covid 19 Mental Health	What you can do to look after your mental wellbeing and look out for those around you Mental Health Support
Head to Health	Digital mental health resources from trusted service providers https://headtohealth.gov.au

CLIENT SERVICES

Workplace Wellbeing	Hunterlink National: 1800 554 654 https://hunterlink.org.au
Reach Out	Reach Out helps supports people with issues such as drug taking, alcohol or gambling or gaming addiction https://au.reachout.com/tough-times/addiction
Counselling Online	Counselling Online is a free 24/7 drug and alcohol counselling service in Australia that supports people affected by alcohol and other drugs. For phone contacts in all Australian States refer to: https://eheadspace.org.au
Head Space	eheadspace is an online and telephone service which supports young people and their families going through a tough time. It is specifically targeted at those aged between 12 and 25. Phone: 1800 650 890 (available from 9am – 1am 7 days a week) https://www.eheadspace.org.au
Counselling services	Referral to appropriate 24/7 services such as: • Beyond Blue ph: 1300 224 636 https://www.beyondblue.org.au • Lifeline ph: 131114 https://www.lifeline.org.au
Reading and Writing Hotline	There are also numerous adult reading/writing apps for smart phones/tablets aimed at supporting literacy. Phone: 1300 655 506 https://www.readingwritinghotline.edu.au/information-and-advice
LLN Training Courses provided by local TAFE Colleges	These institutes have specialist LLN Teachers to support individual participants own level of development and can be accessed via a Google Search of local TAFEs and course availability.

APPRENTICESHIPS AND TRAINEESHIPS

LH Education recognises that apprenticeships and traineeships are the perfect vehicle for training and developing new and existing staff. Because much of the training is in the workplace, the skills an apprentice or trainee acquires are customised to the specific needs of an organisation. Furthermore, employers may be eligible for various government financial incentives to assist with employing an apprentice or trainee.

State and Territory governments are responsible for all aspects of their training systems, including Australian Apprenticeships policy, priorities, regulatory and administrative arrangements. It also includes determining what qualifications are suitable for Australian Apprenticeships in each state or territory, approving registered training organisations to deliver them and distributing public funds to registered training organisation for training delivery.

Workplacements for Traineeships

LH Education is committed to fostering a strong and supportive workplace environment to facilitate the practical application of skills, promote learner confidence, and ensure successful outcomes. Workplace mentoring is a structured and collaborative approach aligned with individual training plans and industry expectations.

Through industry partnerships, employer networks and direct outreach, LH Education is able to identify suitable work placement employers with a history of quality engagement and/or strong alignment to training package requirements for trainees.

The RTO Compliance Manager will complete a workplace site evaluation checklist prior to approving suitability for work placement, which includes:

- Relevance to qualification and required units of competency
- Availability of equipment, resources, and learning opportunities
- Workplace health and safety compliance (WHS Act 2011)
- Adequacy of staff to supervise and mentor learners
- Non-discriminatory, inclusive workplace practices

As delivery in the workplace is central to our Training and Assessment strategies for Traineeships, our trainers will work closely with Workplace mentors to ensure they provide regular, constructive feedback to trainees. LH Education considers the learners language, literacy, numeracy, digital literacy and any additional support needs when implementing mentoring arrangements.

DISCIPLINE

LH Education makes every effort to practice cooperation and mutual respect in all internal and external dealings to uphold high quality, professional training and assessment services. The same disciplined behaviour is expected of students as a contribution to a functional learning environment, and as a sign of respect to staff and fellow students.

PROFESSIONAL BEHAVIOUR

LH Education Management encourage any trainer or staff member who is dissatisfied with the behaviour or performance of a student has the authority to:

- Warn the student that their behaviour is unsuitable, or
- Ask a student to leave the class, without refund or acceptance into another course, or
- Immediately cancel the class.

If a student wishes to object or lodge an appeal against the disciplinary action taken, they have the right and opportunity to follow the LH Education complaint procedure.

LH Education staff are expected to maintain a professional and ethical working relationship with all other staff members, management and students. Breaches of the disciplinary standards will result in discussion between the relevant trainer and LH Education, and appropriate action will be taken.

Interactive Online Workshops

Please observe and behave in line with our code of conduct at all times:

- Mute your speaker to avoid distratcing other
- Ensure you are modeslty dress when/if activating your camera – otherwise please turn off video view
- Respect other students at all time
- Do not privately message other stduents
- To contribute to discussions and ask questions please use the 'Raise Your Hand' button
- Please use 'Raise Your Hand' button any time to ask a questions and the moderator will unmute you to speak
- The moderator has the right to remove you from the interactive workshop at any time if you breach this code of conduct

PLAGIARISM

Definition

Plagiarism is the 'wrongful appropriation' and 'purloining and publication' of another author's 'language, thoughts, ideas or expressions', and the representation of them as one's own original work.

Policy

Plagiarism is considered academic dishonesty and a breach of journalistic ethics. It is subject to sanctions like expulsion.

It is quite reasonable to research material in the course of undertaking assessment. All sources, however, must be clearly referenced. LH Education's CEO takes a very strict approach to plagiarism and proven incidents will not be tolerated.

COMPLAINTS AND APPEALS

LH Education has a defined complaints and appeals process that will ensure learners' complaints and appeals are addressed effectively and efficiently.

LH Education strives to ensure that each student is satisfied with their learning experience and outcome. In the unlikely event that this is not the case, all students have access to rigorous, fair and timely complaint and appeal processes which are outlined in this section of the policy and procedures document. Any complaints or appeals will be reviewed as part of the continuous improvement process and where corrective action has been highlighted, it will be implemented as a priority.

COMPLAINTS PROCEDURE

A complaints procedure is available to all persons wishing to make a complaint, appeal or any other manner of objection in relation to the conduct of LH Education. The complaints procedure will address both formal and informal complaints. All formal complaints must be submitted in writing to LH Education management and will be heard and addressed, including a response to the aggrieved person, within five (5) working days of receipt.

LH Education management will maintain a Complaint Register to document the course of action and resolution of all formal complaints. All complaints substantiated by the complaints procedure will be reviewed as part of the LH Education continuous improvement procedure.

It is the responsibility of LH Education management to ensure adherence to the complaint procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting students with the complaints procedure and supply of complaint forms.

If the student is still not satisfied with the resolution of the complaint after following and exhausting the complaints procedure, the student may contact ASQA and lodge a written complaint.

The form may be submitted by mail to:

Australian Skills Quality Authority
GPO Box 9928
Melbourne, VIC 3001

Or online to: https://asqaconnect.asqa.gov.au/

COMPLAINTS AND APPEALS

APPEALS

The LH Education appeals process is concerned with a student's right to request change to decisions or processes of an official nature, usually in relation to academic or procedural matters.

In the case of a student's appeal against specific assessment decisions, the student should first discuss the decision(s) with the relevant trainer or assessor and request re-evaluation. The trainer or assessor will hear the student's appeal, make fair

judgement to the best of their ability as to whether change(s) are required and then discuss their final decision with the student.

If the student is still dissatisfied with the trainer or assessor's decision, they have the right to take the appeal to the management team. The formal notice of appeal is required to comply with the following principles upon submission to management:

- The notice of appeal should be in writing, addressed to LH Education for referral to the management team and submitted within five (5) days of notification of the outcome of the trainer or assessor's re-evaluation process.
- The notice of appeal must be submitted within the specified timeframe otherwise the original result will stand. If a student's appeal needs to be deferred due to emergency circumstances, such as in the case of serious illness or injury, a medical certificate supporting the case must be forward to management. The notice of deferral must be submitted within three (3) working days of the conclusion date displayed on the medical certificate.

It is the responsibility of LH Education management to ensure adherence to the appeal procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting students with the appeal procedure and supply of appeal forms.

All appeals will be reviewed at the monthly management meeting and, if appropriate, result in a continuous improvement process.

If the student is still not satisfied with the resolution of the complaint after following and exhausting the appeals procedure, the student may contact ASQA and lodge a written complaint.

The form may be submitted by mail to:

Australian Skills Quality Authority
GPO Box 9928
Melbourne, VIC 3001

Or via online to: https://asqaconnect.asqa.gov.au/

COMPLAINTS AND APPEALS PROCEDURE

All persons wishing to make a complaint, appeal or any other manner of objection in relation to the conduct of LH Education have access to the following procedure:

Informal complaint or appeal

- An initial complaint or appeal will involve the student communicating directly with LH Education verbally or by other appropriate means. LH Education management will make a decision, discuss their judgement with the student and record the outcome of the complaint or appeal.
- Students dissatisfied with the outcome of LH Education's decision may initiate the formal complaint procedure.

Formal complaint or appeal procedure:

- It is normal procedure that all formal complaints proceed only after the initial informal complaint or appeal procedure has been finalised.
- The formal complaint or appeal is to be submitted in writing, and the procedure and outcome recorded by LH Education management.
- On receipt of a formal complaint, the CEO will convene the complaint committee to hear the complaint.
- The complaint committee will consist of a panel of members with no previous involvement or vested interest in the outcome of the particular complaint or appeal. Members of the committee should include:
    - A representative of LH Education management.
    - A LH Education staff member.
    - A person independent of LH Education.
- The complainant/appellant shall be given an opportunity to present the case to the committee and may be accompanied by one (1) other person as support or as representation.
- Staff member(s) involved shall be given an opportunity to present their case to the committee and may be accompanied by one (1) other person as support or as representation.
- The complaint committee will reach a decision on the complaint or appeal after consideration of each case presented.
- The complaint committee will inform all parties involved of the outcome in writing within five (5) working days of making the decision.

All complaints and appeals will be reviewed at LH Education monthly management meetings. Continuous improvement procedures may be actioned when the complaint/appeal procedure results in identification of factors appropriate for improvement to internal operations. When the initial causative factor of the complaint identifies a problem with current LH Education policies and/or procedures, the continuous improvement procedure will ensure changes are made to prevent re-occurrence of the problem.

APPENDIX: GLOSSARY

AQF: Australian Qualification Framework

ASQA: Australian Skills Quality Authority

ASQA: Australian Skill Quality Authority

ATO: Australian Taxation Office

AVETMISS: Australian Vocational Education and Training Management Information Statistical Standard

BAS: Business Activity Statement

CAL: The Copyright Agency Ltd

COAG: Council of Australian Governments

COAGISC: Council of Australian Governments Industry and Skills Council

CPA: Certified Practicing Account

CQI: Continuous Quality Improvement

CV: Curriculum Vitae

EFTPOS: Electronic Funds Transfer Point of Sale

GST: Goods, Services Tax

ISC: Industry Skills Council

JP: Justice of the Peace

MS Access: Microsoft Access

MS Excel: Microsoft Excel

NCVER: National Centre for Vocational Education Research

NQC: National Quality Council

NRT: Nationally Recognised Training

NVR: National Vet Regulator

NGO: Non-Government Organisation

OHS: Occupational Health and Safety

APPENDIX: GLOSSARY

PDF: Portable Document Format

PPE: Personal Protective Equipment

QI: Quality Indicators

RTO: Registered Training Organisation

SWOT ANALYSIS: Strengths, Weaknesses, Opportunities and Threats Analysis

TAE: Training and Education

TESTAMUR: Certificate of Merit or Proficiency

USI: Unique Student Identifier

VET: Vocational Education and Training

WHS: Work Health and Safety

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