

DV-alert

Domestic and Family Violence Response Training

Training Student Manual



CHCDFV001

Version 5
25 March 2019



NATIONALLY RECOGNISED
TRAINING

National Provider Number 88036

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Welcome

DV-alert, previously known as DiVeRT, was first developed by Lifeline Australia in 2007. Since its inception, the program has been conducted by Lifeline throughout Australia with funding from FaHCSIA and the Department of Health and Ageing (DOHA). In July 2011, the funding agreement between DSS and Lifeline to deliver DiVeRT was renewed and subsequently the acronym was changed to DV-alert to reinforce a key message to the public: Be alert about domestic and family violence.

The DV-alert program is delivered nationally by Lifeline through a number of its Centres that are RTO Designated Sites. The primary focus of the program is up skilling health, allied health, Indigenous health and other frontline workers to recognise, respond and refer appropriately people at risk of or experiencing domestic and family violence. The program is designed to increase participants' confidence and awareness on these issues and the importance of addressing domestic and family violence as a component of holistic health and social and emotional well-being. The program is currently rolled out as four main streams of delivery described in the figure below.

Lifeline Australia recognises DV-alert as being integral to its own broader strategic framework in supporting Australians in a time of crisis and equipping individuals and communities to be resilient and suicide-safe.

The alarming statistics on domestic and family violence in Australia are a contributing factor behind the drive for the Federal Government's National Plan to Reduce Violence against Women and their Children 2010 – 2022.

As part of the Federal Government's Gender Equality for Women Program, the Department of Social Services has championed the implementation of strategies in priority areas to achieve gender equality for women.

The objectives for the Gender Equality for Women Program are:

- Reducing violence against women
- Demonstrating Australian Government leadership on gender equality
- Increasing opportunities for women to undertake valued leadership roles
- Creating business and workplace cultures that deliver better economic choices and outcomes for women.

DV-alert Streams of Delivery

The DV-alert program was upgraded in August 2016 and as a result DV-alert nationally recognised training is now delivered in line with RTO training practices. The course is designed to support adult learning styles through the following streams of delivery.

General Workshop

Method of delivery: Attendance at a two-day face to face workshop

General Workshops involve attending a two-day practical workshop where you'll learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic and family violence and what best practice methods should be used to refer people on to the most appropriate support service.

Indigenous Workshop

Method of delivery: Attendance at a two-day face to face workshop

While taking into account the unique contexts of Aboriginal and Torres Strait Islander communities, you'll learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and what best practice methods should be used to refer people on to the most appropriate support service.

Indigenous Workshops are co-delivered with recognised Indigenous trainers.

Multicultural Workshop

Method of delivery: Attendance at a two-day face to face workshop

While taking into account the unique issues and contexts faced by multicultural communities in Australia, you'll learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and what best practice methods should be used to refer people on to the most appropriate support service.

Multicultural Workshops are co-delivered with Multicultural Partner Provider trainers.

Settlement Workshop

Method of delivery: Attendance at a two-day face to face workshop

While taking into account the unique issues and contexts faced by refugee/humanitarian background communities in Australia, you'll learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and what best practice methods should be used to refer people on to the most appropriate support service.

Settlement Workshops are co-delivered with Settlement Partner Provider trainers.

Working with Women with Disabilities Workshop

Method of delivery: Attendance at a two-day face to face workshop

While taking into account the unique issues, barriers and contexts faced by women with disabilities in Australia, you'll learn how to recognise the signs of domestic and family violence, how to respond to someone experiencing domestic violence, and what best

practice methods should be used to refer people on to the most appropriate support service. Preference will be given to applicants who work or volunteer with women with disabilities.

Working with Interpreters Workshop

Method of delivery: Attendance at a two-day face to face workshop

While taking into account the unique issues, barriers and contexts faced by frontline workers working with interpreters within the context of domestic and family violence, you'll learn how to develop practices that support you to communicate with women presenting with language barriers, recognise the signs of domestic and family violence, respond to someone experiencing domestic and family violence and use best practice methods to refer people onto the most appropriate support services.

eLearning General

Method of delivery: Online learning only

During the online course, undertaken over a period of 10 weeks, you'll work at your own pace to learn how to recognise the signs of domestic and family violence, respond to someone experiencing domestic and family violence, and know about the best practice methods that should be used to refer people on to the most appropriate support service.

eLearning Working with Women with Disability

Method of delivery: Online learning only

During the online course, undertaken over a period of 6 weeks, you'll work at your own pace to learn how to recognise the signs of domestic and family violence, respond to someone experiencing domestic and family violence, and know about the best practice methods that should be used to refer people on to the most appropriate support service.

Complex Forms of Violence

Method of delivery: Attendance at a one-day face to face workshop (only available once completed any accredited DV-alert workshop or eLearning)

Designed for health, allied health, higher education, childcare, and community frontline workers in Australia who have previously completed and gained competency in any of the accredited DV-alert workshops or eLearning. This one-day workshop will cover recognising, responding and referring complex forms of violence including:

1. Trafficking/slavery (domestic servitude)
2. Forced marriage
3. Dowry abuse
4. Female genital mutilation/cutting

Recognising, Responding to and Referring Men who use Violence

Method of delivery: Attendance at a one-day face to face workshop (only available once completed any accredited DV-alert workshop or eLearning)

Designed for health, allied health, higher education, childcare, and community frontline workers in Australia who have previously completed and gained competency in any of the accredited DV-alert workshops or eLearning. This one-day workshop will cover:

1. Understand the drivers and dynamics of men's domestic and family violence
2. Engage appropriately with men who use violence
3. Use best practice methods to refer men who use violence onto the most appropriate support service.

Student Rights and Obligations

Students are expected to actively engage in the training process to maximise the potential of the course.

As such, for students enrolled into workshops, they will need to:

- Attend both days of the workshop
- Complete all online pre-reading within the timeframes provided
- Demonstrate punctuality and reliability
- Participate fully in training activities
- Be committed to completing assessment activities
- Respect the rights of others
- Seek support regarding any aspect of the training as needed.

For students enrolled into eLearning, they will need to:

- Complete all eLearning within the timeframes provided
- Be committed to completing assessment activities
- Seek support regarding any aspect of the training as needed.

Benefits for Participants

Students who are graded competent will:

- Receive a Statement of Attainment for the unit of competency; *CHCDFV001 - Recognise and Respond appropriately to Domestic and Family Violence*. This unit forms part of the CHC Community Services Training Package.
- Have an opportunity to network with other support workers in the practice and the community and increase their knowledge of local resources and support.
- Receive tools and references for domestic and family violence support and referral.

Computer Access (for eLearning courses)

Students enrolled in the DV-alert program are required to have access to a computer to enable them to complete the eLearning. If a student does not have a computer at home, they may still be able to access a computer through alternative means.

Minimum technical requirement to operate the course	
Operating System	Windows XP or later
Web Browser	Mozilla Firefox or Google Chrome <i>Internet Explorer may not be compatible with the system</i>
Minimum Screen Resolution	1024 x 768 at 96 DPI
Internet connection	Broadband

Lifeline RTO – Nationally Recognised Training

Lifeline is a Registered Training Organisation (RTO) registered by the Australian Skills Quality Authority (ASQA). Lifeline Centres are Designated Training Sites and as such are able to offer nationally recognised training and assessment services in accordance with the Vocational Education & Training (VET) Quality Framework.

The Lifeline DV-alert training has been mapped to CHCDFV001 Unit of Competency as detailed in the table below.

Statement of Attainment – 1 Unit of Competency	
CHCDFV001	Recognise and respond appropriately to domestic and family violence

Statement of Attainment

On achieving competency, a Statement of Attainment will be issued electronically via email by Lifeline Australia and provided directly to the student.

Should a student require a printed copy of a Statement of Attainment, it will be at the cost of \$60.00 including GST.

To request a reprint or for any other queries regarding Statement of Attainments, email training@lifeline.org.au.

NB: Please note that the Statement of Attainment will be issued based on the Unit of Competency and will not provide information of which stream that was delivered.

Training

The course is based on a participatory, active learning approach, with an emphasis on critical reflection and peer-to-peer learning. The aims of the course are:

- To introduce participants to the *Recognise and Respond Appropriately to Domestic and Family Violence Unit of Competency – CHCDFV001*
- To provide essential training and information relating to the elements of competency.

The overall objectives of the course are to 'Develop understanding, skills and confidence to deal effectively with domestic and family violence (DFV)'.

The course is highly interactive as the emphasis is on learning from each other as well as learning with and about each other.

The course materials that have been developed are based on adult-centred learning principles, experiential learning opportunities, intercultural pedagogy and activities that aim to facilitate effective learning outcomes.

Stream	Description	Learning Outcomes
General Workshop	<ul style="list-style-type: none"> • two-day face to face workshop • for health, allied health, community, higher education, childcare frontline workers supporting communities 	<ul style="list-style-type: none"> • Recognise signs of domestic and family violence • Understand how to respond with appropriate care and refer persons at risk to support services as first responders • Develop skills to confidently and effectively deal with family and domestic violence as first responders
Indigenous Workshop	<ul style="list-style-type: none"> • two-day face to face workshop • for Indigenous and non-indigenous health, allied health, community, higher education, childcare frontline workers supporting in Aboriginal and Torres Strait Islander communities 	<ul style="list-style-type: none"> • Recognise signs of domestic and family violence • Understand how to respond with appropriate care and refer persons at risk to support services as first responders • Have an increased understanding of the impact of DFV on Aboriginal and Torres Strait Islander communities to effectively deal with family violence as first responders

Stream	Description	Learning Outcomes
Multicultural Workshop	<ul style="list-style-type: none"> two-day face to face workshop for a health, allied health, community, higher education, childcare frontline workers supporting multicultural communities 	<ul style="list-style-type: none"> Recognise signs of domestic and family violence Understand how to respond with appropriate care and refer persons at risk to support services as first responders Have an increased understanding of the impact of DFV on multicultural communities to effectively deal with family violence as first responders
Settlement Workshop	<ul style="list-style-type: none"> two-day face to face workshop for a health, allied health, community, higher education, childcare frontline workers supporting newly arrived and settled communities 	<ul style="list-style-type: none"> Recognise signs of domestic and family violence Understand how to respond with appropriate care and refer persons at risk to support services as first responders Have an increased understanding of the impact of DFV on newly arrived and settled communities to effectively deal with family violence as first responders
Working with Interpreters Workshop	<ul style="list-style-type: none"> two-day face to face workshop for a health, allied health, community, higher education, childcare frontline workers, working with interpreter. 	<ul style="list-style-type: none"> Develop practices that support you to communicate with women presenting with language barriers, Recognise the signs of domestic and family violence, Respond to someone experiencing domestic and family violence and Use best practice methods to refer people on to the most appropriate support service.
Working with Women with Disability Workshop	<ul style="list-style-type: none"> two-day face to face workshop for a health, allied health, community, higher education, childcare frontline workers supporting women with disabilities 	<ul style="list-style-type: none"> Recognise the signs of domestic and family violence Respond to women with disabilities experiencing domestic and family violence Understand the best practice methods used to refer women with disabilities to appropriate support service.

Stream	Description	Learning Outcomes
eLearning - General	An online course over a term of 10 weeks for a health, allied health, community, higher education, childcare frontline workers who prefer online training	<ul style="list-style-type: none"> • Recognise signs of domestic and family violence • Understand how to respond with appropriate care and refer persons at risk to support services • Develop skills to confidently and effectively deal with family and domestic violence as first responders
eLearning - Working with Women with Disabilities	Designed for allied health, higher education, childcare and community frontline workers in Australia unable to attend the two-day face-to-face workshop. This module trains participants to recognise the signs of domestic violence when dealing with women with disabilities, respond accordingly and refer to appropriate services.	<p>During this self-paced six-week online course, you will learn how to:</p> <ul style="list-style-type: none"> • recognise the signs of domestic and family violence • respond to women with disabilities experiencing domestic and family violence, • and understand the best practice methods used to refer women with disabilities to appropriate support service
Complex Forms of Violence	<ul style="list-style-type: none"> • one-day workshop • for health, allied health, higher education, childcare, and community frontline workers in Australia who have previously completed and gained competency in any of the accredited DV-alert workshops or eLearning 	<p>During the training you will learn to recognising, responding and referring complex forms of violence including:</p> <ul style="list-style-type: none"> • Trafficking/slavery (domestic servitude) • Forced marriage • Dowry abuse • Female genital mutilation/cutting
Recognising, Responding to and Referring Men who use Violence	<ul style="list-style-type: none"> • one-day workshop • for health, allied health, higher education, childcare, and community frontline workers in Australia who have previously completed and gained competency in any of the accredited DV-alert workshops or eLearning 	<ul style="list-style-type: none"> • Understand the drivers and dynamics of men's domestic and family violence • Engage appropriately with men who use violence • Use best practice methods to refer men who use violence onto the most appropriate support service.

Key Terms

Frontline workers

Frontline workers are defined as those working or volunteering within the community who may come into contact with women and their children experiencing domestic and family violence. Frontline workers within the context of DV-alert are those who may be initial responders and do not provide specialist DFV response.

Domestic and Family Violence

The term Domestic and Family Violence (DFV) is used throughout the training to recognise that DFV can happen within intimate partner relationships or in families.

Women and their Children

Throughout the training, DV-alert will refer to women and their children experiencing DFV as the program is funded under The National Plan to Reduce Violence against Women and their Children 2010-2022 (the National Plan). The National Plan was developed on the basis of extensive consultations and included engagement with more than 2,000 Australians in every state and territory, expert roundtable discussions, interviews with victims and perpetrators of violence and review of more than 350 written submissions. The title of the National Plan emerged from this consultation, in acknowledgement of the impact that domestic and family violence has on women and children who are exposed to it. The National Plan recognises that men and boys can be victims of domestic and family violence and sexual assault. However, evidence shows that the majority of victims are women. Data from the 2012 Australian Bureau of Statistics Personal Safety Survey shows that while men are more likely to experience violence; this is more often at the hands of a stranger or acquaintance than their partner at home. Women, on the other hand, are more likely to experience violence from a partner or former partner.

Access to eLearning for Students (eLearning only)

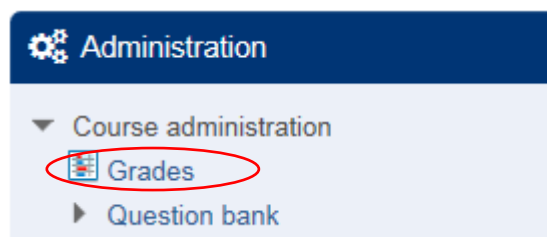
Students will receive a Lifeline Learning email for their eLearning course. It will contain instructions for Students on how to access the eLearning site and contact information if they are experiencing problems.

If a Student has previously taken part in Lifeline training and their account has been deactivated. Their previous eLearning account can be reactivated by contacting training@lifeline.org.au

Viewing grades

To view Student grades, enter the course and then:

1. Scroll down and click on the 'Grades' link in the 'Administration' tab under 'Course Administration' on the left-hand side of the page as shown in the diagram to the right:



2. Student grades for the course will appear as in the following diagram:

Security

 User report

User report - Tom Hulse

Grade item	Grade	Range	Feedback
Crisis Supporter Workplace Training e-learning - Semester 1 2015			
e-learning Instructions	4.00	0-4	
Module 2a - e-Learning - Introduction to Lifeline	-	0-6	
Module 2b - e-Learning - Self Awareness	-	0-5	
Long Answer Question 1 - Self Awareness - Case Study: Jenny's Story	-	0-1	
Long Answer Question 2 - Self Awareness - Identifying Issues and Opportunities	-	0-1	
Module 3 - e-Learning - Crisis Support Practice Model & Intro to Micro Skills	-	0-11	
Long Answer Question 3 - Unconditional Positive Regard	-	0-1	
Module 4 - e-Learning - Help-seeker Profiles 1	-	0-9	
Long Answer Question 4 - Using the Practice Model	-	0-1	
Module 5 - e-Learning - Help-seeker Profiles 2	-	0-9	
Long Answer Question 5 - Simulated Crisis Call	-	0-1	
Module 6 - e-Learning - Managing Contacts	-	0-15	
Final Short Answer Assessment	-	0-21	
Course total Simple weighted mean of grades. Include empty grades.	4.71 %	0-100	

In order to protect the security of the system, any eLearning account (Student, Trainer or Centre staff member) that has not been accessed in 12 months or longer will be suspended. The user will then need to contact training@lifeline.org.au to have their access reinstated.

Technical Problems

Before contacting training@lifeline.org.au in regards to issues with the eLearning, please see the list of common issues below to see if it has already been addressed.

Common eLearning issues reported by Students

Problem: The Student has completed an eLearning lesson, but the grade doesn't appear in their Grades.

Answer: When a Student completes an eLearning lesson, they need to click on "Return to Course Name" link on the page titled 'Congratulations - end of lesson reached' (the very last page of the lesson). This will ensure their grade for that lesson is recorded. If they miss this step, then they will need to do the lesson again.

Problem: The Student is getting this message on their screen: "You have Lessons that need attention" but they have completed all the lessons. Why is this appearing?

Answer: If a Student has completed all the lessons (and you can check this by viewing their Grades in your course or the Activity Completion report), then they can disregard this message. They do not need to do the lessons again.

Problem: The Student has forgotten their username/password and needs to retrieve or reset it. How do they do this?

Answer: Students can reset their own password or retrieve their username by following the instructions listed on the eLearning home page.

Assessment Guidelines

According to the Community Services Training Package (CHC) assessment is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant Unit of Competency.

Best practice learning and assessment should be holistic, with assessment evidence being collected and feedback provided to the student at any time throughout the learning and assessment process.

Assessment tools provide a means of collecting the evidence that trainers use in making judgements about whether students have achieved competency.

Competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in the required workplace situations and environments. Vocational training focuses on what is expected of a competent individual in the workplace as an outcome of learning, rather than focusing on the learning process itself.

CHC states that assessment must:

- Meet the requirements of the Units of Competency/ies
- Be conducted in accordance with the Principles of Assessment and Rules of Evidence
- Meets workplace requirements

Principles of Assessment

- Fair
- Flexible
- Valid
- Reliable

Rules of Evidence

The Rules of Evidence are to be applied to each piece of evidence (except for the rule of sufficiency which is applied to the evidence as a whole).

- Valid – is the evidence directly related to the criteria
- Authentic – is the candidates own work
- Current – can currently demonstrate competence
- Sufficient – sufficient evidence to make sound judgments

Lifeline DV-alert Assessment Grades

Students' assessment will be graded as:

C = Competent	The Student has successfully completed all requirements of the Unit of Competency.
NYC = Not Yet Competent	The Student does not yet show competency and is required to develop an action plan with the Trainer to fulfil the assessment criteria
NC = Not Competent	The Student has not demonstrated any development of skills and knowledge after fulfilling the action plan requirements therefore is marked Not Competent at this point in time. The student must be informed that they can re-do the training and assessment in at least six months' time.

Competent (C)

A Student is deemed 'competent' and eligible to receive a Statement of Attainment when they have successfully completed their training and assessment.

Not Yet Competent (NYC)

Students who are not developing at an appropriate level of skills, knowledge and demonstrating the appropriate attributes and attitude during the training period will not receive a statement of attainment.

Trainers will work with the DV-alert Student to create an action plan to assist the Students to develop these elements.

Not Competent (NC)

If the action plan does not prove effective, clear records will be kept of any decision related to a student not meeting competency using the approved assessment forms. The final decision will not be based on one person's assessment and will be collected over a period of time.

Assessment Tools & Schedule

Students will be assessed against the elements of the Unit of Competency and the performance criteria contained within them.

Students will be given ample opportunity to demonstrate their level of competency for assessment and be provided with feedback to support their learning. Where areas are identified that need further development, students will be supported to further develop and improve their knowledge and/or skills and have an opportunity for reassessment.

Lifeline Australia RTO also recognises that not all students learn in the same manner, and that with an amount of "reasonable adjustment" students who may not learn best with traditional learning and assessment methods will still achieve good results. We will make any necessary adjustment to meet the needs of a variety of students, the ability to complete a

written assessment is not to be interpreted as a barrier to competency, provided that the student can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to students or they may include having someone record the student's spoken responses to assessment questions. The RTO undertakes to assist students achieve the required competency standards where it is within our ability.

The following table outlines the assessment, when it will occur and the assessment tool that will be used by your Trainer/Assessor to determine your final level of competency.

Course	When	Assessment Tool
Face to face workshop	Multiple choice questions based on a simulated role play on Day 1	Student Assessment Handout 1
	Assessment Workbook to be completed during training; with the responses to be discussed with trainer on Day 2 prior to Skills Assessment	Student Assessment Handout 2 & 3
	Role play to be completed at the end of the workshop on Day 2	
eLearning	Multiple choice questions based on content covered up to assessment point	Assessment 1
	Workplace scenario-based assessment	Student Assessment 2 & 3

Re-assessment & Appeals

Competency based training allows students an opportunity to be re-assessed for any component of their studies for which they have not proved their competency. An action plan inclusive of timeframes will be negotiated between the trainer and student to provide the student an opportunity to further develop their skills and/or knowledge on a particular area/s for reassessment. If the Student is not satisfied with an assessment, the Student has the right to appeal. Please refer to Appendix 3 - RTO Complaints and Appeals Policy.

Underperformance

Whilst trainers will support students to achieve competency in all areas of their studies, a student who is continually finding it difficult to achieve competency or who is unable to achieve competency upon re-assessment will be asked to reconsider their studies.

In this instance the student will be further supported in reaching a mutually satisfying outcome with the trainer to either identify alternative pathways available for completing their studies or withdrawing from the course.

Termination

Where it is deemed that a student is not fulfilling their training obligations, the RTO Designated Site CEO or their delegate is authorised to terminate the provision of services under the following circumstances:

- The student has not met the obligations outlined in this Manual and through the course;
- The student's behaviour is negatively affecting their or other students' performance; or
- The student's behaviour is negatively affecting the efficient delivery of the course or service.

Validation

Validation forms part of the assessment requirements for the Standards for Registered Training Organisations (RTOs) and ensures that the assessment process, tools, instruments, evidence and judgement of competence are consistent across the RTO and all Designated Sites.

Lifeline will ensure that trainers at RTO Designated Sites apply Standards for Registered Training Organisations (RTOs) quality assessment.

A student's work forms part of this process and may be used from time to time as de-identified information.

Moderation

Moderation forms part of the validation process and involves trainers reaching agreement about assessment processes and outcomes.

Lifeline will ensure that trainers at RTO Designated Sites apply Standards for Registered Training Organisations (RTOs) quality assessment.

A student's work forms part of this process and may be used from time to time as de-identified information.

Employability skills

At the completion of training employability skills will be enhanced, participants will have the skills and confidence to deal effectively with clients who may be experiencing Domestic and Family Violence.

Continuous improvement - feedback

To support the continuous improvement of training and their total learning experience students will be asked to complete evaluation and feedback forms during and at the conclusion of training as well as post training

Access & Equity

Lifeline is committed to providing the optimum environment for students to successfully complete their training. As such, the RTO Designated Site will provide adequate protection for the health, safety and welfare of students. This will include:

A safe environment from which to engage in the training course that observes WH&S legislation and requirements; and

Training, assessment and support that meets individual learning needs, where possible.

Student Support

Students' learning is supported through the provision of a variety of adult learning experiences and course materials designed to assess their level of competency in all aspects of the training.

Disability

Students with disabilities will be supported by the Centre to complete their studies in a supportive environment wherever possible. Students who have a disability are advised to discuss their situation with the trainer in order to ensure that their particular needs are appropriately considered.

Student Policies

The following policies outline Lifeline's commitment to the provision of access and equity throughout the training to all students. A more detailed explanation of these policies can be found at *Appendix 1* or will be provided throughout the training. They apply to the student and also to staff and volunteers working for lifeline and additionally serve to protect the help-seeker.

Access and equity policy

Lifeline is committed to ensuring that access and equity principles are applied to all training activities and as such complies with relevant Equal Opportunity Legislation and the ACT Discrimination Act 1991. RTO Designated Sites operating outside of the ACT comply with their relevant State or Territory Legislation. All personnel and students must adhere to these principles.

This policy is provided in Appendix 1.

Confidentiality and anonymity policy

Personnel and students are obliged to refrain from discussing any individual or any information regarding any individual in or out of the organisation except in the course of their studies and/or duties as appropriate. *This policy is provided in Appendix 1*

Harassment policy

Lifeline is committed to the principles and requirements of the Equal Opportunity Act and the Sex Discrimination Act (Commonwealth). All matters relating to harassment are dealt with speedily, sensitively, equitably, confidentially and according to proper process.

If an individual experiences any form of harassment from either personnel or students, the Trainer will guide that individual through the process outlined in the harassment policy.

This policy is provided in Appendix 1

Privacy policy

The privacy policy is compliant with the legislative requirements of the Privacy Act 1988 (Commonwealth). Lifeline is bound by the National Privacy Principles which impose minimum privacy standards for the handling of personal and sensitive information of an individual.

Where any individual believes that there has been an unwarranted invasion of their privacy they need to refer to the complaints policy. *See also the Personal Information section of this Manual.*

Workplace health and safety policy

Lifeline supports and undertakes to comply with relevant workplace health and safety legislation and each RTO Designated Site has a local workplace health and safety policy.

Lifeline management and all personnel take responsibility for providing and maintaining a safe and healthy workplace and training environment and ensuring that business is conducted in an environmentally sound manner.

RTO complaints and appeals policy

All personnel and students have access without restriction to a comprehensive complaints and appeals procedure at both the RTO Designated Site and Lifeline Australia levels. Complaints, appeals and actions are recorded in a corrective action record & register at Lifeline Australia which is regularly reviewed by Lifeline Australia management.

This policy is provided in Appendix 1

Management systems

As an RTO Lifeline will ensure that Designated Sites' management systems are responsive to the needs of students, personnel and stakeholders, and the environment in which each RTO Designated Site operates. As such Lifeline will:

Use systematic and continuous improvement approaches in the management of operations;

Monitor training and/or assessment services, provided to ensure that they comply with all aspects of the Standards for Registered Training Organisations (RTOs); and

Manage all records to ensure their accuracy and integrity.

Personal information

Lifeline respects the privacy rights of all personnel and students and will collect, manage and use personal information in accordance with the legislative requirements of the Privacy Act 1988 (Commonwealth) and further outlined in the Privacy Amendment (Private Sector) Act 2000. Furthermore, Lifeline is bound by the National Privacy Principles (NPPs), which impose minimum privacy standards for the handling of personal and sensitive information of an individual.

There are circumstances where Lifeline is required to release personal information. For example:

The retention, archiving and retrieval of student results for a period of 30 years and transfer consistent with State or Territory registered body requirements.

The Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

In accordance with Lifeline's privacy policy the permission of the individual will be sought before the release of their personal information.

Where an individual believes that there has been an unwarranted invasion of their privacy they need to follow the RTO Designated Site complaints or appeal policy.

Lifeline is required to release a student's own assessment record and results to that student on request. Requests must be made in writing to the Centre trainer.

A sample disclosure of information permission form can be found at Appendix 2.

USI – Unique Student Identifier

From 1 January 2015 all students enrolling in, or continuing with, training in a nationally recognised training course must have a USI (Unique Student Identifier). Students will not receive a qualification if they do not provide this number.

All students will be required to register in the RTO database and create their own USI number when enrolling into a nationally recognised training course or continuing a nationally recognised training course from a previous year.

For more information please visit: www.usi.gov.au.

Student records

Lifeline will ensure that all student records are kept according to the following protocols.

1. The student's full name, DOB, address and phone number as well type of identification they provide on enrolment (e.g. birth certificate, driver's license number or passport number) is maintained in the student's records on the Lifeline Australia student database.
2. Complete and accurate records of the attendance of students, as well as financial records that reflect all payments, charges and any balance due must be kept and comply with the Standards for Registered Training Organisations. Progress and assessment records will be kept securely. Copies of these records will be provided to students upon request.
3. All students' files are kept by RTO Designated Sites in a secure lockable filing system. Additionally, a secure national database also holds student's details. This database is backed up on a regular basis on the Lifeline Australia server.
4. Compliance with the Standards for Registered Training Organisations (RTOs)

5. Those individuals authorised to sign a student's testamur or transcript will be identified in the records that are held pertaining to that student.
6. Records of all Statement of Attainments issued are held within the Lifeline Australia central filing system and database.

Issuance of Statements of Attainment

Lifeline Australia will issue Statements of Attainment to students who meet the required outcomes of a Unit of Competency upon notification by the RTO Designated Site of a student's eligibility in accordance with all appropriate AQF Guidelines and acknowledging that qualifications are nationally recognised.

Statements of Attainment will be provided directly to the student. It is the student's responsibility to ensure they have entered the correct details for mailing of their qualification

Fees and charges

The DV-alert training is funded by DSS (Department of Social Security) and is free to all health, allied health and frontline workers.

However, a cancellation fee may be charged to cover administration fees.

For workshops: a \$100 late cancellation/ no show fee is applicable to students who do not cancel training enrolment within five working days of the course start commencement date or who do not attend the course they have enrolled in.

For eLearning: a \$100 late cancellation/ late commencement fee is applicable to students who do not cancel training enrolment within five working days of the course start date or who do not start the course within two weeks of the course start date.

This fee covers expenses relating to administration costs.

Right of completion of training and/or assessment

Lifeline Australia will guarantee that once a nationally recognised program commences, training and assessment services will be available for the prescribed duration of the program.

Lifeline acknowledges that students come to the program with a wealth of personal knowledge and life experiences. It provides an entry point to further/ higher/ vocational education by offering nationally recognised training or non-accredited courses and culturally appropriate teaching resources that are relevant to student needs and circumstances. It is not reliant on success or failure at school, is self-paced, negotiable and flexible. Students will be encouraged to be involved in their own feedback and the decision-making processes.

Students will have every opportunity to maximise their training and learning experience. Where there is perceived difficulty in achieving learning goals, discussion with the student will be encouraged. Information will be provided about options/choices to overcome barriers and ways to access a supportive network. This information will vary according to the individual needs of the student.

Assessment is confidential and focuses on the student's strengths. Assessment is flexible, uses a variety of tools.

For students who are unable to complete their training within the required timeframes, the following will apply:

1. Workshop:
 - a. Students who are unable to attend both days of the workshop and have prior knowledge of this will be required to withdraw their registration and re-register for a workshop where they can attend both days
 - b. Students who attend only partial days of the workshop will not be assessed and will be required to re-register for a workshop where they can attend both days
2. eLearning:
 - a. Students who are unable to complete eLearning by the term end date will only be given a maximum of two weeks' extension
 - b. Students who are unable to complete eLearning by the term end date will be required to undergo the registration and approval process again.
 - c. Students will not be able to transfer terms and will be required to undergo the registration and approval process again

Appendix 1

Access and equity policy on provision of training services

Rationale

Lifeline is committed to ensuring that Access and Equity principles are applied to all training activities. Lifeline complies with relevant Equal Opportunity Legislation and the ACT Discrimination Act 1991. RTO Designated Sites operating outside of the ACT must comply with their relevant State or Territory Legislation. All personnel are aware of, and adhere to, these principles.

Policy

In accordance with the ACT Discrimination Act 1991, no individual participant will be discriminated against (and access to courses will not be limited) on the basis of:

- Sex;
- Sexuality;
- Trans-sexuality;
- Relationship status;
- Status as a parent or carer;
- Pregnancy;
- Breastfeeding;
- Race;
- Religious or political conviction;
- Disability;
- Membership or non-membership of an association or organisation of employers or employees; and
- Age

All participants will be recruited in an ethical and responsible manner which promotes inclusiveness and is consistent with the National Training Package. The dignity and privacy of an individual will be respected at all times.

An individual may be discriminated against in the provision of courses/services if:

It is based on a genuine occupational qualification, or requirement in relation to a particular position;

Where the provision of courses/services requires special services and facilities the supply of which would impose unjustifiable hardship;

It is for the purpose of carrying such courses/services for the benefit of a group which is disadvantaged or has a special need because of a prescribed attribute;

Where a person has a criminal history, which impacts on the requirements of the course/service being provided; or

A student requires delivery in a language other than that being offered by Lifeline in accordance with the relevant Training Package.

Lifeline acknowledges that students come to the program with a wealth of personal knowledge and life experiences. It provides an entry point to further/ higher/ vocational education by offering accredited or non-accredited courses and culturally appropriate teaching resources that are relevant to student needs and circumstances. It is not reliant on success or failure at school, is self-paced, negotiable and flexible. Students will be encouraged to be involved in their own feedback and the decision-making processes regarding realistic goals and progress.

Students will have every opportunity to maximise their training and learning experience. Where there is perceived difficulty in achieving learning goals, discussion with the student will be encouraged. Information will be provided about possible alternative pathways to achieve goals, options/choices to overcome barriers and ways to access a supportive network. This information will vary according to the individual needs of the student.

Assessment is confidential and focuses on the student's strengths. Assessment is flexible, uses a variety of tools and includes suggestions and negotiation about future goals and development.

Lifeline provides a safe environment that enables risk-taking, the opportunity to change, is encouraging and supportive allowing regular contact with peers and personnel in familiar surroundings. Open and honest communication enables growth in self-esteem and self-concept.

Equal employment opportunity policy

Lifeline is committed to ensuring that all personnel enjoy equal employment opportunity (EEO). Accordingly, each RTO Designated Site has a policy which complies with all EEO legislation.

Lifeline is committed to providing a work environment in which personnel feel that they are a valued member of the organisation and that they are treated fairly and are given recognition for their contribution to the organisation's achievements and success.

Lifeline aims to provide an environment that fosters good working relationships and will recognise the value of diversity in the workplace.

EEO applies to all aspects of employment relationships, including: recruitment, promotion, employee benefits, and conditions of employment, remuneration, transfer, discipline, training, work environment, supervision and termination of employment.

Harassment Policy

Lifeline fully and actively supports the rights of all Personnel and students to work and train in an environment free from harassment. All forms of discrimination and sexual harassment are considered to be totally unacceptable. Accordingly, all RTO Designated Sites will adhere to this Harassment Policy.

Lifeline is committed to the principles and requirements of the Equal Opportunity Act and the Sex Discrimination Act (Commonwealth) and to ensuring that any and all matters relating to harassment are dealt with speedily, sensitively, equitably, confidentially and according to proper process.

Lifeline affirms the importance and contribution of a harassment free environment to effective work and training. It also acknowledges the detrimental effect such harassment can have on a person's physical, psychological and emotional wellbeing.

Disciplinary action will be taken against any person who displays sexual harassment against any individual. Discipline may involve a warning, counselling, demotion or dismissal depending on the circumstances.

Lifeline recognises that:

- It is the responsibility of the CEO, in cooperation with Management and personnel at the RTO Designated Site, to take all reasonable steps to ensure personnel and students are not subject to harassment;
- A safe and respectful environment encompasses principles and practices of both mutual care and a taking of responsibility for supporting individuals within the organisation;
- For policies on harassment to be effective, they must be properly made known to all members of the organisation together with the processes and procedures involved in implementation of policies;
- It is the right of personnel and students to utilise diverse structures including, for example, Equal Opportunities, Commission, Unions, etc.; and
- Even though the CEO, Management and personnel will make every effort to prevent harassment, incidents may occur which require action in accordance with the principles and procedures set out in this document.
- Principles in dealing with cases of harassment:
 - Rapid response;
 - Assurance of confidentiality for all parties;
 - Encouragement of and assistance in a self-help approach to resolution while ensuring that all avenues of action are made accessible;
 - Empowerment of a person who has been subject to harassment;
 - Respectful dealing of both complainant and respondent;

- An emphasis on an educative, non-punitive approach;
- Provision of information to all parties in relation to their rights and obligations;
- Established processes for resolving the incident;
- Monitoring of any resolution agreement to ensure that: the complainant is not further disadvantaged; and
- Assurance that the respondent has been respectfully and justly dealt with.

Both parties have civil rights of appeal to the:

Australian Human Rights Commission

GPO Box 5218

Sydney NSW 2001

Ph: (02) 9284 9600

In the case of dismissal personnel or students may choose to utilise wrongful dismissal proceedings.

Workplace Health and Safety Policy

Introduction

The following Policies and Procedures with regard to health, safety and the environment apply to all Lifeline training personnel and students engaged in training activities of the RTO Designated Site.

Duty of care

Duty of care is a legal responsibility, requiring all training personnel and students to act responsibly and work in accordance with the safety requirements set by regulations and by Lifeline.

All training personnel and students must take reasonable care of the health and safety of themselves and others and cooperate with RTO Designated Site training personnel in their efforts to comply with health and safety requirements. All related accidents and injuries must be reported to the Training Manager or RTO Designated Site Manager immediately.

Lifeline's operations and services comply with all legislative requirements and the organisation strives to continuously improve WH&S performance on an ongoing basis.

Lifeline's responsibility to all training personnel and students is to:

Provide a safe and well-maintained work area;

Implement new WH&S requirements when introduced as well as monitoring and improving existing procedures; and

Provide effective support and rehabilitation for training personnel who are injured whilst at work.

Lifeline training personnel should ensure:

- Work and training areas are clean, tidy and free of obstruction at all times; and
- Centre WH&S Policy is adhered to.

Policy

Lifeline supports and undertakes to comply with relevant Workplace Health and Safety Legislation and as such RTO Designated Sites must have a Workplace Health and Safety Policy.

Lifeline management and all training personnel take responsibility for providing and maintaining a safe and healthy work and training environment and will ensure that business is conducted in an environmentally sound manner.

In implementing the Code of Practice detailed in the Workplace Health and Safety Act, RTO Designated Sites will take all reasonable steps to protect the health, safety and welfare of training personnel and students at each site.

Lifeline supports a specific preventive strategy for control of health and safety issues in the workplace comprising:

Detection and assessment of problems through training personnel and team meetings; and

Monitoring the effectiveness of changes implemented.

In fulfilling the objectives of this Policy, management is committed to regular consultation with training personnel and students to ensure that the policy is reviewed regularly along with health and safety issues.

Lifeline training personnel will be made aware of their responsibility to comply with Workplace Health and Safety Standards, regulations and relevant Codes of Practice through induction and ongoing training.

Emergency/Evacuation Procedures

Students will be made aware of all emergency and evacuation procedures at the first training session.

RTO complaints and appeals policy

Definition

This policy applies to complaints generated by a Student of Lifeline's training services.

A complaint may be about anything done, or not done (including assessment), by management, personnel or other Students of Lifeline, which the Student feels has been unfair or unjust. The complaint may also be about but not limited to, discrimination, harassment, or any other decision or behaviour which is thought to be unfair, unjust or upsetting.

Policy

Lifeline has a positive attitude towards complaints. Complaints give us the opportunity to develop the quality of our services and accordingly, each RTO Designated Site has a Complaints Policy which complies with the Standards for NVR Registered Training Organisations 2012.

Students are encouraged to complain when they are dissatisfied and/or would like to see further improvement in training and service delivery.

A complaint may be lodged in person or by telephone, fax, electronically or by letter. A verbal complaint may subsequently need to be made in writing to enable a full investigation. Those with special needs, such as people with limited English language or literacy skills and those with a disability will not be disadvantaged in the complaints process. The complaints process will be free of charge.

Complaints will be acknowledged within 5 working days and the outcome of the complaints will be recorded and registered in the complaints register at Lifeline Australia. Complaints will be used to inform Lifeline and RTO Centres continuous improvement processes.

Principles

The following principles underpin the process for responding to complaints about VET quality.

Principle 1 – Equitable: Complaints are considered in a transparent, objective and unbiased manner. The complaints-handling process incorporates the principles of natural justice and procedural fairness.

Principle 2 – Accessible: Information about the complaints-handling process and the means to lodge a complaint is readily accessible and available on ASQA website www.asqa.gov.au

Principle 3 – Comprehensive: The relevant circumstances and information surrounding a complaint are investigated to the level warranted by the severity of the complaint.

Principle 4 – Responsive: Timeframes for investigating and resolving complaints will be set and monitored.

Principle 5 – Accountable: There is appropriate national monitoring of complaints through regular reporting of complaints received and actions taken. The complaints-handling process is reviewed regularly.

Principle 6 – Confidential: Confidentiality is maintained, and anonymity preserved where requested. Complainants will be informed where this may limit the extent to which a complaint can be investigated.

Procedure

All personnel will be equipped to respond to complaints constructively. The process for making a complaint is simple and usually involves:

- Talking to a Designated Site Trainer or Assessor;

- Talking to the Manager of the Designated Site;
- Writing a letter; and/or
- Providing feedback on an evaluation form.

Appeal Process

If a Student making a complaint is unsatisfied with the response from the Designated Site, they may approach Lifeline Australia with the written complaint for advice as to an appropriate way forward. The CEO or delegate of Lifeline Australia will advise whether it would be appropriate for Lifeline Australia to take any action or whether the complaint should be referred to a relevant external body – e.g. the Ombudsman, a professional body such as the Australian Association of Social Workers or the Anti-Discrimination Board.

Steps to Complain

1. Approach the person concerned

Make every attempt to solve the problem with the person involved.

If the matter remains unresolved,

2. Approach the Training Manager

The Training Manager is responsible for investigating a complaint or appeal and recommending the appropriate response or action.

If the complaint is about a specific individual, the Training Manager's response will include:

Informing the person about whom the complaint is made and seeking their views and perspective;

Giving consideration to the use of a mediator; and

Informing the complainant/appellant of the outcome of the complaint in a timely manner.

If the matter remains unresolved,

3. Approach the Designated Site Manager

If you are unhappy with the response or action taken you should now direct your complaint or appeal in writing to the Designated Site Manager.

The Designated Site Manager will investigate the matter, which will include an opportunity for the Student to personally address the problem and report back to the Student in a timely manner.

Each complaint or appeal and its outcome must be recorded in writing and registered with Lifeline Australia.

If agreement is not reached you may:

4. Approach Lifeline Australia

Complaints must be in writing and addressed to:

Lifeline Australia

PO Box 173

Deakin West ACT 2600

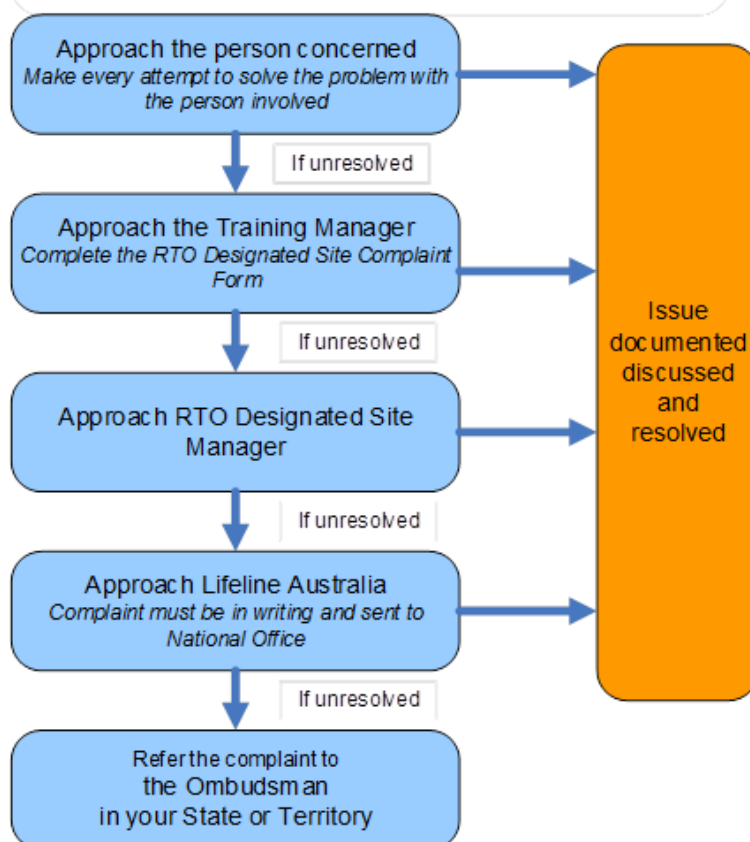
Senior personnel at Lifeline Australia will investigate the complaint and provide a written response in a timely manner.

If Agreement is not reached you may:

5. Refer your complaint to the Ombudsman in your State or Territory:

• ACT:	• www.ombudsman.act.gov.au
• NSW:	• www.ombo.nsw.gov.au
• NT:	• www.omb-hcsc.nt.gov.au
• TAS:	• www.ombudsman.tas.gov.au
• WA:	• www.ombudsman.wa.gov.au
• QLD:	• www.ombudsman.qld.gov.au
• VIC:	• www.ombudsman.vic.gov.au
• SA:	• www.trainingadvocate.sa.gov.au

RTO Complaints & Appeals Process



Termination procedure

Where it has been deemed that a student's performance or behaviour is of concern, the training manager will meet with the student to discuss their concerns and reiterate the student's obligations and the expectations held regarding their behaviour and performance.

Depending on the issue and the level of concern, the Designated Site may elect to instigate one, or over time, all of the following options:

- Issue a verbal warning regarding the students' behaviour or performance and the possibility of termination from the course;
- Issue a written warning and/or
- Instantly dismiss the student from the course.

It is the responsibility of the RTO Designated Site to fully document and file all processes associated with a termination of tuition procedure for future reference if required.

Appendix 2

Units of Competency Requirements

<http://training.gov.au/Training/Details/CHCDFV301A>

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Work within a domestic violence framework	<p>1.1 Plan work practices to ensure maximum consideration is given to client and worker safety</p> <p>1.2 Ensure work undertaken demonstrates consideration and understanding of the underpinning values and philosophies of domestic violence work and the nature of domestic violence, including its effects, its social, historical, political and economic context and its place in the criminal justice system</p> <p>1.3 Participate in support processes to obtain professional feedback and to monitor occupational health and stress</p> <p>1.4 Demonstrate in all work, understanding of the rights and responsibilities of the individual, the family, the community and society to minimise or prevent domestic violence</p>
2. Promote confidence with clients affected by domestic violence	<p>2.1 Use appropriate interpersonal skills that develop rapport and promote confidence, allowing accurate and relevant exchange of information</p> <p>2.2 In all work, demonstrate sensitivity to client's specific needs and any cultural, family and individual differences</p> <p>2.3 Conduct interviews and interactions with clients in a safe environment and in a manner, which allows the client to explore their issues/options</p> <p>2.4 Explain rights and responsibilities of client and worker and promote throughout client contact as appropriate</p> <p>2.5 In all work apply organisation standards and procedures and comply with legislative and statutory requirements</p>
3. Identify client needs	<p>3.1 Appropriate interpersonal skills are employed to ensure that the client's safety needs and other needs are accurately identified</p> <p>3.2 Mechanisms are employed to ensure that all relevant client information is collected</p> <p>3.3 Information is assessed for complexity, urgency and eligibility so that priorities for service delivery and safety can be identified</p>

ELEMENT	PERFORMANCE CRITERIA
	<p>3.4 Any indications of nature of risk or threats to safety are analysed and responded to</p> <p>3.5 Worker's and workplace's limitations in addressing and assessing client needs are identified and assistance is sought from appropriate persons to best meet the needs of the client and their family</p>
4. Respond to client needs	<p>4.1 In responding to client needs, prioritise the physical and emotional safety of clients, their family and workers</p> <p>4.2 Provide client with information about available services for meeting their needs</p> <p>4.3 Seek support and make appropriate referrals to cater for clients' needs according to organisation standards and procedures</p> <p>4.4 In all work demonstrate sensitivity to client's specific needs and any cultural, family and individual differences</p> <p>4.5 Provide advice on client services in accordance with organisation standards and procedures</p> <p>4.6 Undertake record-keeping and reporting in accordance with organisation standards and procedures</p>

Appendix 3

Glossary of training terms

The following section contains terms common to the VET sector that are used in the *Standards for NVR Registered Training Organisations 2012*, as well as specific Lifeline terminology. Each term is followed by a definition and, where appropriate, further explanation. If the definition of a word or phrase listed below is inconsistent with the definition of the same word or phrase used in state or territory legislation, the definition provided in that legislation takes precedence.

Term	Description
Access and equity	Policies and approaches aimed at ensuring that vocational education and training are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.
Accredited Course	A structured sequence of vocational education and training that has been accredited and leads to an Australian Qualifications Framework (AQF) qualification or Statement of Attainment.
Appeal	A process whereby a Student of an RTO, or other interested party, may dispute a decision made by the RTO. The decision made by the RTO may be an assessment decision or may be about any other aspect of the RTO's operations.
Australian Quality Framework (AQF)	The policy framework that defines all Qualifications recognized nationally in post-compulsory education and training within Australia. The AQF comprises titles and guidelines, which define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of Qualifications and Statements of Attainment.
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.
Assessment requirements	The endorsed component of a Training Package. Assessment requirements set out the industry's approach to valid, reliable, flexible and fair assessment.

Term	Description
Australian Skills Quality Authority (ASQA)	The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.
Centre	A Lifeline Centre who have a signed written agreement to provide nationally recognised training under the Lifeline Australia RTO. Interchangeable with Lifeline Centre or Centre.
Competency	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Complaints Process	A process by which a Student of an RTO, or other interested parties, may raise a concern about the RTO's policies, procedures, services or products with a view to having them changed and improved.
Continuous improvement	A planned and ongoing process that enables an RTO to systematically review and improve its policies, procedures, products and services in order to generate better outcomes for clients and to meet changing needs. It allows an RTO to constantly review its performance against the VET Quality Framework and to plan ongoing improvements to its performance. Continuous improvement involves collecting, analysing and acting on relevant information collected from clients and other interested parties, including the RTO's staff.
Credit Transfer	Credit transfer assesses the initial course or subject that an individual is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the Student's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF.
Data	The information collected about aspects of an RTO's operations and performance.
Designated Training Site	A Lifeline Centre who have a signed written agreement to provide nationally recognised training under the Lifeline Australia RTO. Interchangeable with Lifeline Centre or Centre.

Term	Description
Dimensions of Competency	Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills.
eLearning	The acquisition of knowledge and skill using electronic technologies such as computer- and Internet-based courseware and local and wide area networks
Fair and Reasonable Refund Policy	Criteria used by an RTO to develop its refund policy and used by clients and interested parties to form a judgement of that policy. A fair and reasonable refund policy is one free from bias, dishonesty and injustice. While taking account of the RTO's business requirements, the policy also takes into account unforeseen circumstances that may befall a person and affect their ability to continue their training (for example, long-term illness or injury).
Flexible Learning and Assessment	An approach to VET that allows a range of learning and assessment strategies to be adopted in a variety of learning environments, in order to cater for differences in individual learning interests, needs, styles, and opportunities.
Foundation Skills	Part of the ACSF Australian Core Skills Framework also known as LLN (Language Literacy & Numeracy) see http://industry.gov.au
Industry	The bodies that have a stake in the training, assessment and client services provided by RTOs. These can include but are not limited to industry skills councils, industry organisations, industry training advisory bodies, unions, specific enterprise/industry clients, occupational licensing bodies and group training organisations.
Industry Skills Council	National bodies recognised and funded by the Australian Government to develop and maintain Training Packages specific to the industry area(s) for which they have coverage.
Learning	<p>The process followed by a Student:</p> <ul style="list-style-type: none"> (a) Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree); (b) Non-formal learning refers to learning that takes place through a structured program of instructions, but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business); and

Term	Description
	(c) Informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).
Lifeline Accreditation and Standards Program (LASP)	LASP is designed to assist Lifeline Centres to improve service delivery to consumers and to provide higher levels of accountability for Lifeline's stakeholders.
Lifeline Centre	A Lifeline Centre who have a signed written agreement to provide nationally recognised training under the Lifeline Australia RTO. Interchangeable with Lifeline Centre or Centre.
LLN	Australian Core Skills Framework - Language Literacy & Numeracy
Management system	The framework of structures, policies and processes used to ensure that the organisation can achieve its objectives.
Moderation of Assessment	A process which involves Assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. It enables Assessors to develop a shared understanding of the requirements of specific Training Packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.
National Quality Council	The NQC is a Committee of the Ministerial Council for Vocational and Technical Education (MCVTE) and oversees quality assurance and ensures national consistency in the application of the VET Quality Framework standards for the audit and registration of training providers.
National Recognition	<p>a) Recognition by an RTO of the AQF Qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the Qualifications and statements of attainment issued to Students.</p> <p>(b) Recognition by each state and territory's registering body of the training organisations registered by any other state or territory's registering body and of its registration decisions.</p> <p>(c) Recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory's course-accrediting body and of its accreditation decisions.</p>

Term	Description
Nationally Recognised Training (NRT) logo	The logo used nationally to signify that training and assessment products and services meet nationally agreed requirements.
National Register	Training.gov.au – http://www.training.gov.au
National VET Regulator (NVR)	The Australian Skills Quality Authority (ASQA).
NVR Registered Training Organisation	A training organisation that is registered by ASQA as a registered training organisation under the <i>National Vocational Education and Training Regulator Act 2011</i> .
Outcomes	The consequences of actions implemented by an RTO to achieve quality training, assessment and Student services.
Personal Information	Information or an opinion about an individual whose identity is apparent or can reasonably be ascertained from the information or opinion.
Personnel	Individuals working for the RTO, including contractors.
Policy	A documented statement of a definite course of action that is to be adopted and implemented.
Principles of assessment	<p>Are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:</p> <p>a) Fairness: requires consideration of the individual candidate'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 candidate to ensure that the candidate 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 reassessed if necessary.</p> <p>b) Flexible: To be flexible, assessment should reflect the candidate'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 candidate; and, support continuous competency development.</p> <p>c) Validity: There are five major types of validity: face, content, criterion (i.e. predictive and concurrent), construct and consequential. In general, validity is concerned with the</p>

Term	Description
	<p>appropriateness of the inferences, use and consequences that result from the assessment. In simple terms, it is concerned with the extent to which an assessment decision about a candidate (e.g. competent/not yet competent, a grade and/or a mark), based on the evidence of performance by the candidate, is justified. It requires determining conditions that weaken the truthfulness of the decision, exploring alternative explanations for good or poor performance, and feeding them back into the assessment process to reduce errors when making inferences about competence. Unlike reliability, validity is not simply a property of the assessment tool. As such, an assessment tool designed for a particular purpose and target group may not necessarily lead to valid interpretations of performance and assessment decisions if the tool was used for a different purpose and/or target group</p> <p>d) Reliability: There are five types of reliability: internal consistency; parallel forms; split-half; inter-rater; and, intra-rater. In general, reliability is an estimate of how accurate or precise the task is as a measurement instrument. Reliability is concerned with how much error is included in the evidence.</p>
Procedure	A documented method or set of instructions that describes how a process is carried out.
Process	The systematic actions, people and resources required to achieve an outcome.
Qualification	A formal certification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or commercial needs.
Quality	The ability of a set of inherent characteristics of a product, system or process to meet specified standards or objectives and fulfil the expectations of customers and interested parties.
Quality Indicators	Provide a measure of the RTO's performance and the quality of outcomes it is achieving for Students. RTOs must collect data on the quality indicators and provide an annual summary report to ASQA, as specified under the Data Provision Requirements under Section 22(3) of the <i>National Vocational Education and Training Regulator Act 2011</i> .
Reasonable adjustment	Adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of

Term	Description
	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.
Recognition of Prior Learning (RPL)	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.
Record	A written, printed, or electronic document providing evidence that activities have been performed.
RTO Database	Lifeline's designated database for collection of Student information for RTO purposes, also known as JobReady
RTO – Designated Site	An RTO Designated Site is a Lifeline Centre bound by agreement to Lifeline Australia to deliver training and assessment services against the <i>Standards for NVR RTOs 2012</i> . RTO Centres must also comply with the Lifeline Accreditation and Standards Program (LASP).
Registration	Formal registration by the National VET Regulator under the Act. A person covered by the Act must be registered in order to deliver and assess nationally recognised training and issue nationally recognised VET Qualifications.
Rules of Evidence	<p>Closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current as follows:</p> <ul style="list-style-type: none"> a) Validity: see Principles of assessment. b) Sufficiency: 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. c) Authenticity: To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Term	Description
	d) Currency: Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.
Scope of Registration	The specific services or products that an organisation is registered to provide under ASQA, such as training and/or assessments resulting in the issue of VET Qualifications or VET statements of attainment by the organisation.
Sensitive information	Includes particular types of personal information such as but not limited to: Racial or ethnic origin; Sexual preferences; Political opinions; Criminal record and Trade union membership.
Skill Set	Those single units of competency or combinations of units which link to a license or regulatory requirement, or defined industry need.
Stakeholders	Individuals or organisations affected by, or who may influence, the RTO's services but who are not directly involved in purchasing or using the RTO's services.
SNR	Standards for NVR Registered Training Organisations - the requirements that all registered training organisations regulated by ASQA must adhere to.
Statement of Attainment	Formal certification in the VET sector by an RTO that a Student has achieved: (a) part of an AQF qualification; and (b) One or more units of competency from a nationally endorsed Training Package.
Student	An individual who is receiving, responding to and processing information in order to acquire and develop competence. This incorporates the processes of preparing and presenting for assessment.
Student Database	Lifeline's designated database for collection of Student information for RTO purposes, also known as JobReady
Supervision	Supervision within Lifeline provides a structured, monitored environment that supports volunteers, Students and staff in skills and knowledge development with both procedural and ethical considerations and, in turn guarantees quality assurance of the national service provided by Lifeline for the people it supports.

Term	Description
Training.gov.au	<p>Training.gov.au is the official register of information on training packages, Qualifications, courses, units of competency and RTOs. Training.gov.au is the main database of vocational education and training information in Australia.</p> <p>www.training.gov.au</p>
Training and Assessment Strategy	A framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.
Training Package	A nationally endorsed, integrated set of competency standards, assessment requirements, Australian Qualifications Framework Qualifications, and credit arrangements for a specific industry, industry sector or enterprise.
Training Program	A program developed by an RTO, that meets the training and assessment requirements of a qualification from a Training Package, one or more designated units of competency, or an accredited course. The training program may specify such matters as essential and elective units, the sequence and timing of training and assessments, and the resources required. It may form part of a training and assessment strategy.
Unique Student Identifier (USI)	A unique national VET student number for all nationally recognised training.
Units of Competency	The specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.
Validation of Assessment	A process for ensuring that the way a unit of competency or group of units is assessed, and the evidence collected through these assessments, is consistent with the requirements of the unit or group of units, of competency and of industry. It includes validating the assessment process, the assessment tools and instruments, the evidence collected using tools and instruments, and the interpretation of that evidence to make a judgement of competence in relation to the same unit(s) of competency. Validation may be undertaken before, during and after the actual assessment activity occurs and may include both formative and summative assessment. The latter includes assessment for the purpose of granting RPL.
VET	Vocational Education and Training

Term	Description
VET Qualification	A testamur, relating to a VET course, given to a person confirming that the person has achieved learning outcomes and competencies that satisfy the requirements of a qualification.
VET Quality Framework (VQF)	<p>The national set of standards which assure nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training. The VQF consists of the following:</p> <ul style="list-style-type: none"> (a) the Standards for NVR Registered Training Organisations; (b) the Australian Qualifications Framework; (c) the Fit and Proper Person Requirements; (d) the Financial Viability Risk Assessment Requirements; (e) the Data Provision Requirements.
Vocational Competency	Vocational competency in a particular industry consists of broad industry knowledge and experience, usually combined with a relevant industry qualification. A Student who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competencies must be considered on an industry-by industry basis and with reference to the guidance provided in the Assessment Guidelines of the relevant Training Package.