Lifeline Australia
RTO No. 88036

Registered Training Organisation (RTO) Compliance Manual
January 2023

Version 11.3
Owner: RTO Compliance Lead

Contents

About the RTO Manual

Audience

The audience for this RTO Manual includes:

- Students of all accredited courses delivered under the scope of Lifeline Australia's Registered Training Organisation (RTO) registration RTO No. 88036. For example: Crisis Supporter Workplace Training and DV-alert training.
- Trainers and other staff working in Lifeline Centre or third-party organisations who deliver training and assessment services on behalf of the RTO Lifeline Australia RTO No. 88036.

Purpose

The purpose of this Manual is to detail important information on Lifeline Australia's responsibilities as a Registered Training Organisation (RTO) to everyone involved in training as well as the rights of students and trainers undertaking training delivered by the RTO.

It includes comprehensive information on:

- ASQA and VQF Standards and Guidelines
- Training and assessment
- RTO policies, procedures and guidelines
- RTO forms and Templates

It is designed to be the overarching document for all Lifeline Australia training courses.

This manual has been produced to help Lifeline Members & Centres, Trainers and other staff members understand their responsibilities in relation to the Standards governing Registered Training Organisations, as well as provide Members & Centres, Trainers and other staff members information on complying with the Lifeline Australia Policies and Procedures.

Related documents

As an RTO Lifeline Australia is required to ensure enrolled students are provided with all the necessary information to inform of their rights and responsibilities and to provide information about the assessment process.

For Students

Document	Document Purpose
Pre-enrolment Course Information	To introduce students to Lifeline Australia's accredited training
Student Manual	To provide detailed information about the accredited workshop / program students have enrolled in including: • the structure of learning of the workshop/program • the units of competency aligned to the workshop/program • the assessments they will need to complete in order to be deemed competent and receive the relevant qualification or Statement of Attainment • any other specific information about the workshop/program they are enrolled in.
RTO Compliance Manual	To provide all of the relevant policies, rights and responsibilities of: • students undertaking an accredited course with the RTO.

For Trainers

Document	Document Purpose
CSWT Trainer and Assessor Manual	To outline detailed requirements for the training delivery and assessment of the Crisis Support Workplace Training (CSWT).
DV-alert Trainer and Assessor Manual	To provide detailed information on how to deliver and assess the DV-alert Program across all streams of the program.
RTO Compliance Manual	To provide all of the relevant policies, rights and responsibilities of: • Trainers, assessors, and other staff associated with and supporting the delivery of training and assessment services on behalf of the RTO.

Registered Training Organisation – Delivering nationally recognised training

Lifeline Australia is a Registered Training Organisation (RTO) (RTO No. 88036) regulated by the Australian Skills Quality Authority (ASQA). ASQA is the national regulator for Australia's VET sector in all states and territories except Victoria and Western Australia. RTOs operate under the National VET Regulations (NVR) Standards and governed by the National Vocational Education & Training Regulation Act 2011. As an RTO, Lifeline can offer nationally recognised training. Lifeline Australia and Lifeline Members must meet ASQA requirements for registration, including the requirements in the VET Quality Framework (VQF).

The VET Quality Framework is a set of standards and conditions that ASQA uses to assess whether an RTO meets the requirements for registration. These comprise:

- Standards for Registered Training Organisations (RTOs) 2015
- Australian Qualification Framework
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements
- Data Provision Requirements

Quality training and assessment depends on the skills and knowledge of trainers and assessors. The Standards for Registered Training Organisations (RTOs) 2015 require that RTOs and people delivering qualifications meet a high standard. The Standards specify that trainers and assessors are skilled VET practitioners with current industry skills and knowledge, so learners receive the training they need, and graduates are properly assessed before being issued with a qualification or Statement of Attainment. While the Standards allow flexibility in how industry skills and knowledge are obtained and demonstrated, they set clear expectations about this, and about the VET competencies that must be held by trainers and assessors.

Appendix 1 provides a glossary of training terms relevant to Lifeline's training program and accredited training generally.

Policies of the Registered Training Organisation

General Compliance Policies

- Student Support Policies
  - Supporting Students with Disabilities Policy
  - Life Circumstances
  - Access and Equity policy
  - Confidentiality and Anonymity Policy
  - Equal Employment Opportunity policy
  - Harassment policy
- Reasonable Adjustment Policy
- Underperformance Policy
- Extension, Deferral and Withdraw Policy
- Code of Conduct Policy

Training and Assessment Policies

- Recognition Policy
- Assessment Policy
  - Assessment
  - Re-assessment decisions
  - Plagiarism Policy
  - Rights to Appeal
- Management and Monitoring
  - Continuous Improvement - Feedback
- RTO Complaints Policy

Other Policies

- Personal Information Management Policy
  - Security and Maintenance of Student Records
- Privacy Policy
- Work Health and Safety Policy

GENERAL COMPLIANCE POLICIES

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.

Students will be supported throughout their learning by a trainer or student mentor. If

concerns are identified, either the student or the trainer may initiate a discussion to address the matter. This may involve further support being provided to the student or a discussion about the viability of the student continuing to pursue their studies.

Supporting Students with Disability Policy

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 needs with the trainer prior to enrolment, to ensure that their needs are appropriately considered.

Life Circumstances Policy

Lifeline recognises that life events may impact an individual's original commitment to training. Students should discuss any circumstances impacting their training with the trainer to explore the most appropriate options available to them.

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 NSW Discrimination Act 1991. Lifeline Centres operating outside of NSW comply with their relevant State or Territory Legislation. All personnel and students must adhere to these principles.

Confidentiality and Anonymity Policy

All personnel and students of Lifeline assume an obligation to keep in confidence, all information gained about students, personnel, clients and help-seekers. 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.

Equal Employment Opportunity Policy

Lifeline Australia is committed to equal employment opportunity. All personnel and student procedures ensure fair and equitable treatment for all employees, job applicants and volunteers.

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 / training coordinator will guide that individual through the process outlined in the harassment policy.

> How to request student support under any of the above policies:
>
> 1. In the first instance talk with your trainer / training coordinator at your local Lifeline Centre in relation to your specific needs and the issue at hand.
> 2. The trainer / training coordinator will outline the support available to you in your circumstance and record any student support provided in JobReady.
> 3. Should formal student support be required, this may be completed through the Reasonable Adjustment Policy.

Reasonable Adjustment Policy

Adjustments refer to the ways in which evidence of student performance can be collected. Whilst reasonable adjustments can be to the ways in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) will 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.

> How to request Reasonable Adjustment:
>
> 1. In the first instance talk with your trainer / training coordinator at your local Lifeline Centre in relation to your specific needs.
> 2. The trainer / training coordinator will outline what support might be available to you as you work through the training.
> 3. If formal support is required in terms of adjustments to assessments, a Student Support Action Plan will be developed (refer to **Appendix 2**) in consultation with you, the trainer and where required the Lifeline Australia RTO Compliance Lead.
> 4. The responsibility for approval of the action plan lies with the Lifeline Centre by the local Training or Centre Manager.
> 5. All documentation will be uploaded against your student record in JobReady.

Underperformance Policy

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.

Student taking leaving during training & requesting an Extension or Deferral

Lifeline Australia appreciates that there may be a range of exceptional circumstances (defined as illness or misadventure that occurs beyond the student's control) which cause a student to defer from their accredited training. The following requirements apply to students regarding taking leave during the training.

DV-alert Accredited Training

Face-to-face/virtual delivery:
Students of the face to face and virtual delivery of the accredited DV-alert programs are not able to take leave during the training. Students who are unable to attend a course for which they have enrolled for the full duration, will need to request their enrolment be transferred to a new date / course of where 100% attendance and participation can be guaranteed.

DV-alert eLearning delivery:

Extension
Students of the DV-alert eLearning Program may request an extension as follows:
Students who are unable to complete the eLearning course within the initial nine-week period, can request maximum of four weeks extensions. All extension requests are subject to approval. Their accounts will be automatically suspended after 12 weeks of enrolment. Students are encouraged to seek further assistance via contacting the eLearning Student Support Team.

Deferral
There are circumstances that may arise during enrolment that require a student to consider deferring from training.

A deferral is a request to delay (suspend) the continuance of training without jeopardising enrolment.

Students may defer (suspend) their enrolment during their studies for a period of up to 3 months from the date of request.

Requests for deferral will be approved on the grounds of compassionate or compelling circumstances such as:
- Medical circumstances: where a student's medical condition renders them unable to complete their studies within the time allowed
- Major family/personal circumstances such as a death in the family, significant health issues affecting a family member
- A traumatic experience, which could include: - involvement in, or witnessing of a serious accident; or - witnessing or being the victim of a serious crime, and this has impacted on the student
- Natural disaster or major unforeseen circumstances

A student may only be approved for one deferral per enrolment.

Once approved, the students' enrolment will be deferred (suspended) and subsequently

reactivated after the agreed deferral period and the new start date.

All learning accounts will be suspended for the duration of the deferral period. This means that the learner will not have access to any of their online learning or assessment materials for the duration of the deferral.

The duration between the new course re-commencement date and final assessment completion date will be based on the amount of time the student had left in their 9 week enrolment, when the deferral request was approved e.g. if the student has 3 weeks left to complete their 9 week course prior to deferral, they will have 3 weeks to complete all assessments once the deferral period has ended.

The student will be advised in writing of the dates of when the deferral will commence and when the recommencement date is, as well as the new due dates for final assessments.

If a student:
- Feels that they may need more time upon return to complete their study, they are encouraged to discuss their options with DV-alert prior to the deferral period ending.
- Has had the maximum number of extensions (up to one month) prior to deferral, students cannot request any further extensions after the deferral period has ended.
- Requests a deferral after their course has expired, this will be assessed on a case by case basis, and will depend on, course participation including accessing learning materials, assessment submissions, and successful requests for extensions.

If a student is unable to complete the eLearning course after the maximum number of extensions and the maximum period of deferral, they will be encouraged to re-enrol at a time when they have more capacity to complete the training and assessments.

Crisis Supporter Workplace Training (CSWT)

The Lifeline Centre may agree to an extension up to a maximum of 12 months, to allow students to complete their training. This is at the Centre's discretion and is for exceptional circumstances only. *Students who have not completed their training within the 12-14 months period (or 24 months including the maximum period of extension period for exceptional circumstances) will be withdrawn from the training course*.

Any students returning from extension must be re-assessed by a Lifeline Trainer. The Trainer will determine if the student has retained the required underpinning knowledge, micro skills, and management of imminent suicide to resume their training where they left off; or recommence their training from the beginning of the course.

> How the student should apply for an extension or deferral:
>
> ❖ Crisis Supporter Workplace Training (CSWT) Accredited Training:
> - Student should initially discuss the request with the trainer
> - Then email the Centre and state their full name and provide a brief reason for the extension request for approval
> - Centres should then complete the extension form on the Lifeline Training portal to advise Lifeline Australia
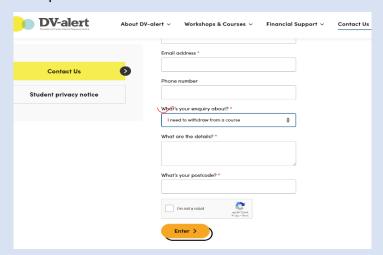
> ❖ DV-alert Accredited Training:
>   - For face-to-face or virtual delivery, student can email the Centre and state their full name and provide a brief reason for the extension or deferral request.
>   - For eLearning, student can email the extension/deferral request to ***training.dvalert@Lifeline.org.au*** for approval.

Withdraw Request from Students

Lifeline Australia appreciates that there may be a range of circumstances which cause a student to withdraw from their course of study. Students may elect to withdraw from the course at any time. The following requirements and instructions apply to students for the relevant training programs.

> How to withdraw:
>
> ❖ Crisis Supporter Workplace Training (CSWT) Accredited Training:
>   - Student can email the Centre and state their full name and provide a brief reason for the withdrawal.
>   - Centres should then complete the extension form on the Lifeline Training portal to advise Lifeline Australia
>
> ❖ DV-alert Accredited Training:
>
> ✚ For face-to-face and virtual workshop students:
>   1. Student can email the Centre and state their full name and provide a brief reason for the withdrawal, or
>   2. Student can visit the DV-alert website https://dvalert.org.au/contact-us/contact and complete the relevant details of the online form. See screen shot below:
>
>
>
> ✚ For eLearning students:
>   1. Students can request withdraw via the eLearning Moodle platform, click on

the "*I wish to withdraw from my course*" icon – see screen shot below.

2. Then select the most appropriate reason for the withdrawal and submit the form. Students can also email the request to *training.dvalert@Lifeline.org.au*.

Code of Conduct Policy

Where a student's behaviour has been determined not meet the RTO Code of Conduct, trainers will discuss their concerns with their Training Manager and work through the Termination Procedure outlined below.

The following illustrate examples of unacceptable behaviours:

- Students will not engage in any form of physical or verbal abuse towards staff members, other students or Help Seekers.
- Aggressive behaviour is not acceptable at any time, be it verbal, physical or via social media.
- Discrimination of any kind will not be tolerated.
- Students will not engage in bullying or harassment of another student either on the designated site, or via social media.
- Students will not engage in disruptive behaviour that prevents other students from learning.
- Students will not plagiarise or engage in any form of academic misbehaviour.

Termination Procedure

Following a period of student support:

- where a student is not able to demonstrate competence to the required standard, the trainer / training coordinator at the local Lifeline Centre will discuss a student's individual circumstances to explore other more suitable programs available through Lifeline.
- Where it has been deemed that a student's 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. Depending on the issue and the level of concern, the local Lifeline Centre may elect to instigate one, or over time, all of the following options:
  - Issue a verbal warning regarding the student's behaviour and the possibility of termination from the course. The trainer should document this and both trainer and student to sign. This document should then be uploaded to JobReady against the student's profile.
  - Issue a written warning and/or
  - Instantly terminate the student enrolment from the course.

It is the responsibility of the local Lifeline Centre to fully document and upload all actions taken

and discussions held associated with a termination for future reference against the student's record in the JobReady system.

TRAINING AND ASSESSMENT POLICIES

Recognition Policy

Credit transfer

Lifeline recognises qualifications or Statements of Attainment that comply with the Australian Qualifications Framework (AQF) which are issued by other Registered Training Organisations.

To apply for recognition of these qualifications or Statements of Attainment, the original documents must be sighted and verified by the RTO Designated Site training manager and a copy sent to Lifeline Australia.

How to apply for credit transfer

1. Submit certified copies of your existing qualifications to the relevant training contact email.
2. These documents will be reviewed by the RTO Compliance Lead who will advise whether the credit transfer has been successful.

Recognition of Prior Learning

Lifeline recognises students may come into the program with existing knowledge, skills and experience that they would like formally recognised. There is a Recognition of Prior Learning (RPL) Kit available for all accredited programs which requires submission of evidence against all units of competency associated with that program.

Your RPL submission would be assessed by the RTO Compliance Lead and a minimum of one Centre-based Assessor.

How to apply for recognition of prior learning

1. Submit certified copies of your existing qualifications and request a copy of the RPL Kit from the relevant training contact email.
2. Upon receipt review the RPL Kit and consider whether you are able to demonstrate sufficient evidence as required in the RPL Kit.
3. Organise a meeting with the relevant training administrator to discuss your RPL application further. Following this conversation, the training administrator will organise an interview with a minimum of two assessors to determine the student's competency.
4. The RTO Compliance Lead will review the gathered evidence and advise whether the applicant has been successful with the RPL.

Assessment Policy

Assessment

Competency is the ability to perform tasks and duties consistently over time, 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.

The Community Services Training Package states that assessment must:

- Meet the requirements of the Units of Competency.
- Be conducted in accordance with the Principles of Assessment and Rules of Evidence (outlined below).
- Meet workplace requirements.

Students can only be deemed Competent against the Unit of Competency once they have been graded as satisfactory against each of the assessment tasks.

Principles of Assessment

- **Fair** – the individual learner's needs are considered in the assessment process.
- **Flexible** – Assessment is flexible to the individual learner.
- **Valid** – any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.
- **Reliable** – Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

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** – determines if the evidence is directly related to the criteria
- **Authentic** – must be the candidate's own work
- **Current** – can demonstrate current competence
- **Sufficient** – sufficient evidence to make sound judgments

Assessment Authenticity

Lifeline Australia has the following measures for authenticity and to ensure students submit their own work.

- For the eLearning program, students will need to confirm their own work by ticking the declaration box in the provided area on Moodle prior to the assessment submission. For video recording assessment submission, students will be required to hold a photo ID up to the camera which clearly shows their name and their photo on the photo ID.
- For the face to face training, students must provide proof of photo identification for

verification at the workshops for their practical assessments.

- For the virtual training, students must provide proof of photo identification for verification during the Zoom meeting for their practical assessments.
- Photo identifications may include passport, driver's license, government issued proof of age card. However, student cards, library cards, or similar non-government issued photo identifications will not be accepted.

Assessment Tools

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

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

Re-assessment

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.

1. The assessor will provide verbal and/or written feedback to each student against each assessment task. This feedback will be individualised and outline the areas where the student has not met the benchmark to a satisfactory standard.
2. 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 a right to appeal.

Plagiarism

All students are required to submit their own work in all assessment tasks.

Plagiarism involves a person using words or ideas of others and passing them off as their own work.

For online learning, students will be asked to confirm the submission is their own work as part of the submission process.

Any student found to be using or copying others' work or having someone else complete work under their name will have their enrolment cancelled.

Right to Appeal

All students have the right to appeal a result of 'unsatisfactory' received for an assessment. The grounds for appeal must identify that the result received was not based on the assessment marking criteria as outlined in the assessment task.

How to apply appeal an assessment decision

1. Student should discuss their concerns with the original assessor of their work, who will consider the concerns and confirm their assessment result.
2. From that point if the student wishes to do so, they can request that a review is completed by an independent assessor from another Lifeline Centre.
3. Following an independent review, the student may make a further and final internal appeal to the following staff depending on the relevant training programs:
   - The Training and Delivery Manager for the DV-alert training who in consultation with RTO Compliance Lead will undertake a review.
   - The Learning & Development Manager (or equivalent) for the Crisis Support Workplace Training who in consultation with the Practice Team will undertake a review.
4. If the student is still not satisfied with the outcome, they have the option of submitting an appeal to ASQA via ASQA Connect asqaconnect.asqa.gov.au, on the grounds that the RTO's training, assessment or study support services are inadequate or unfair.

Management and Monitoring

As an RTO Lifeline Australia 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).
- Manage all records to ensure their accuracy and integrity.

Continuous improvement - feedback

As part of management and monitoring practices and to support the continuous improvement of training, students are asked to complete evaluation and feedback forms during and at the conclusion of relevant training. This evaluation will contribute to continuous improvement of all Lifeline accredited training products.

Lifeline Australia maintains a Continuous Improvement Register where we collate and analyse the data from student and trainer feedback and record other improvements to the relevant program, as required.

In addition, feedback can be sent through electronically at any time, to training.cswt@lifeline.org.au for CSWT and training.dvalert@lifeline.org.au for DV-alert.

RTO Complaints, Grievances and Appeal Policy & Procedure

The policy aims to ensure that Lifeline Australia RTO responds to all complaints, grievances and appeals in an effective, timely, fair, and equitable manner. The policy relates to students who are currently enrolled, or previously studied Lifeline's accredited training programs at designated Lifeline Centres (Centres).

Feedback from students regarding the designated Centre and staff is encouraged. The feedback must be lodged as a formal complaint or grievance before it is treated as a formal complaint. A student or complainant that has ceased their study with the designated Lifeline Centre will have six (6) months after they have ceased their enrolment to use Complaints, Grievance and Appeals Policy and Procedures.

A complaint may be about anything done, or not done, by management, personnel or other students of the RTO, 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 the student thought to be unfair, unjust or upsetting.

Lifeline Australia will ensure that any logged complaint is investigated promptly, independently and with sensitivity. Lifeline Australia will make sure the views of each complainant and respondent are respected, and that any party to a grievance will not be disadvantaged, discriminated against because of raising a complaint. All complaints, grievances, appeals, and outcomes are recorded and treated confidentially, unless the matter is found to be unlawful and needs to be reported to a third party. The records will be kept in accordance with the Lifeline Australia Privacy Information Policy.

Lifeline Australia encourages students to seek resolution of concerns, when it is safe to do so, with the person(s) directly. If resolution is not achieved, the below complaint process is followed. The management of a complaint will be at no charge to the complainant.

Stage 1 – How to complaint at your designated Lifeline Centre

If the issue is not resolved, the student can:

1. Raise the issue with the trainer or assessor.
2. Raise the issue with the Training or Centre Manager at their designated Centre.

Stage 2 – How to complaint or appeal to Lifeline Australia

If the issues remained unresolved at the designated Lifeline Centre, the student can:

1. Raise complaint electronically at *training.cswt@lifeline.org.au* for CSWT complaints and *training.dvalert@lifeline.org.au* for DV-alert complaints.

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2. Complaints lodged will be acknowledged within 5 working days and a formal written response will be provided within 20 working days.

See below for more information about the Complaint Appeal Process.

Complaint Appeal Process

Internal Appeal

If a student making a complaint is unsatisfied with the response from the designated Centre, they may approach Lifeline Australia within 20 working days of receiving notification of the outcome of their formal grievance from the designated Centre.

A delegate of Lifeline Australia will consult the complainant and other relevant parties of the appeal being lodged. Lifeline Australia will attempt to resolve complaints/appeals within 30 days and will provide a regular update (a minimum update of once every fortnight) to the complainant or person seeking an appeal.

External Appeal

Students who are not satisfied with the process conducted by Lifeline Australia may refer their grievance to the following external agencies:

- Representatives of state or territory government departments
- The Anti-Discrimination Board
- Australian Association of Social Workers or other relevant regulating body
- Commonwealth and State or Territory offices of the Ombudsman

    ACT: www.ombudsman.act.gov.au

    NSW: www.ombo.nsw.gov.au

    NT: www.ombudsman.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.ombudsman.sa.gov.au

Further Escalation

Australian Skills Quality Authority (ASQA)

If after the completion of the complaint, grievance and appeal process, the student or complainant still believes the RTO is breaching its legal requirements, they may lodge an external appeal to the Australian Skills Quality Authority

There is no charge for reconsideration or review of decisions, other than review by the Administrative Appeals Tribunal.

RTO Complaints & Appeals Process

Approach the person concerned
Make every attempt to solve the problem with the person involved

If unresolved

Approach the Training Manager
Complete the RTO Designated Site Complaint Form

If unresolved

Approach RTO Designated Site Manager

If unresolved

Approach Lifeline Australia
Complaint must be in writing and sent to National Office

If unresolved

Refer the complaint to the Ombudsman in your State or Territory

Issue discussed and resolved

OTHER POLICIES

Personal Information Management Policy

Lifeline Australia acknowledges privacy is a human right of its workforce and students. Lifeline Australia will collect, store, protect and use personal information in accordance with the Privacy Act 1988 (Cth) and the Australian Privacy Principles (APPs), which are the minimum privacy standards for the handling of personal and sensitive information of an individual.

There are circumstances where Lifeline Australia 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 Australia'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 Australia 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.

Security and Maintenance of Student Records

Lifeline Australia and Designated Sites will ensure that all student records are stored and protected according to the following protocols.

1. The student's full name, date of birth, 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 Lifeline Australia student database.

2. Complete and accurate records of the attendance of students. 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 in accordance with Lifeline Australia's Information Backup Standard.

4. Compliance with the Standards for Registered Training Organisations (RTOs).

5. Records of all Statement of Attainments issued are held within the Lifeline Australia central database.

Privacy policy

The Lifeline Australia Privacy Policy is compliant with the legislative requirements of the Privacy Act 1988 (Cth) and the Australian Privacy Principles (APPs), which are the 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 should refer to the RTO Complaints Policy. You can find further information on how the Registrar collects, uses and discloses the personal information about you in the Registrar's Privacy Policy or by contacting the Registrar on usi@education.gov.au or telephone 1300 857 536, international enquiries +61 2 6240 8740. The Registrar's Privacy Policy contains information about how you may access and seek correction of the personal information held about you and how you may make a complaint about a breach of privacy by the Registrar in connection with the USI and how such complaints will be dealt with.

You may also make a complaint to the Information Commissioner about an interference with privacy pursuant to the Privacy Act 1988 (Cth), including in relation to the misuse or interference of or unauthorised collection, use, access, modification or disclosure of Unique Student Identification (USI).

Lifeline Australia's Privacy Policy can be found at [Privacy policy - Lifeline Australia](#).

Privacy Notice for students

The Privacy Notice at Schedule 1 of the National VET Data Policy sets out the privacy information as a student needs to know before they enrol with a registered training organisation (RTO). The RTO is responsible for providing this Privacy Notice to students, usually as part of the enrolment process.

The Privacy Notice explains how personal information provided by the student must be collected, stored, used or disclosed, together with training activity information. It also assists to establish a student's expectations of how their personal information and training data may be handled.

This Privacy Notice also makes it clear that the Notice is in addition to any other specific requirements RTOs are obligated to provide to their students, e.g. under state or territory privacy laws.

Under the [National VET Data Policy 2020](#), Lifeline Australia is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on the enrolment form), may be used or disclosed by Lifeline Australia for statistical, administrative, regulatory and research purposes. Lifeline Australia may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies.
- NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET transcripts.

- facilitating statistics and research relating to education, including surveys and data linkage.

- pre-populating RTO student enrolment forms.

- understanding how the VET market operates, for policy, workforce planning and consumer information.

- administering VET, including program administration, regulation, monitoring and evaluation.

You might receive a student survey administered by a government department or NCVER employee, agent or third-party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, store, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the National VET Data Policy and all NCVER policies and protocols including those published on NCVER's website at www.ncver.edu.au.

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 ensuring that business is conducted in an environmentally sound manner.

Should any students wish to raise any work health and safety concerns in relation to training, please contact the local Lifeline Centre human resources personnel or email training.cswt@lifeline.org.au for CSWT or training.dvalert@lifeline.org.au for DV-alert.

Appendix 1 - 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 2015,* 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	Definition
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 recognised 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.
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 that has a signed written agreement to provide accredited training under the Lifeline Australia RTO. Interchangeable with Designated Site..
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 or grievance 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 designated 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 that has a signed written agreement to provide accredited training under the Lifeline Australia RTO. Interchangeable with Lifeline Centre or Centre.
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.
e-Learning	The acquisition of knowledge and skill using electronic technologies such as computer- and Internet-based courseware, 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.
Learning	The process followed by a student: (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). (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 has a signed written agreement to provide accredited 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. In 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 Recognition	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.

(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.

(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. |
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 *National Vocational Education and Training Regulator Act 2011*.
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	Are required to ensure quality outcomes. Assessments should be fair, flexible, valid and reliable as follows:

	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. 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. 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 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 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.
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 *National Vocational Education and Training Regulator Act 2011*.
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 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 *Standards for NVR RTOs 2012*. 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	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:

	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.
	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.
Standards for NVR Registered Training Organisations	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. (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.
Training.gov.au	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. www.training.gov.au
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.
VET Qualification	A testamur (certificate), 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)	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: (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.

Appendix 2 - Student Support Action Plan

To be completed only by a Trainer/Assessor – include all verbal and written feedback here relating to any component of the role where additional work is required and completion deadlines. Each field must be completed.

Student Name		**Trainer / Assessor Name**	
Start Date:		**Target Completion Date**	
Reason for Plan			
Specific Details of Support Required			

Signatures

At Commencement of the Plan

By signing this section, the student agrees to the action plan and timeline outlined above.

Student Signature _____Date signed _____

Trainer / Assessor Signature _____Date Signed _____

Centre Manager (or equivalent) _____Date Signed _____

At Completion of the Plan

Student Signature _____Date signed _____

Trainer / Assessor Signature _____ Date Signed _____

Centre Manager (or equivalent) _____Date Signed _____