



DV-alert

Domestic and Family Violence Response Training

Pre-enrolment Course Information

CHCDFV001:

Recognise and respond appropriately to domestic and family violence

Revision Date: Version 4, November 2021



Domestic and Family Violence Response Training

For health, allied health, education, childcare and community frontline workers.

Training delivered by Lifeline Australia (RTO 88036)

Funded by the Australian Government Department of Social Services.



Training delivered by



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The DV-alert program

1 Welcome

DV-alert is a domestic and family violence response training program funded by the Australian Government Department of Social Services.

Using the DV-alert model of Recognise, Respond and Refer™, the training program focuses on developing and increasing knowledge and skills of individuals to recognise the signs of domestic and family violence, respond with appropriate care and refer people experiencing, or at risk of, domestic and family violence to appropriate support services.

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

2 Lifeline Australia – Nationally Recognised Training Organisation



Lifeline Australia RTO 88036 is a Registered Training Organisation (RTO) registered by the Australian Skills Quality Authority (ASQA).

Lifeline centres and our partner trainers around Australia deliver nationally recognised training and assessment services in accordance with the vocational education and training (VET) Quality Framework under a third-party agreement with Lifeline Australia as the RTO.

Lifeline Australia is responsible for:

- The quality of training and assessment provided
- The issuing of all statements of attainment under its scope of registration

The DV-alert Program is administered by Lifeline Australia. Lifeline Australia recognises DV-alert as being integral to its own broader strategic framework in supporting Australians in times of crisis and equipping individuals and communities to be resilient and suicide-safe.



3 DV-alert Streams of Delivery

There are five streams of accredited workshops and six non-accredited workshops. Three of the non-accredited specialist workshops have a pre-requisite requirement to complete the accredited training first:

- Complex Forms of Violence
- Engaging with Interpreters
- Men who Use Violence.

Once any one of the accredited streams has been completed students are eligible to attend these three workshops for further learning.

3.1 Accredited Workshops

3.1.1 Primary Audience

Accredited workshops are free for people working, volunteering or on student placement working directly with clients in health, allied health, education, childcare or community sectors.

3.1.2 Assessment

The accredited workshops and eLearning courses are aligned to the nationally recognised unit of competency CHCDFV001: Recognise and respond appropriately to domestic and family violence. This means, following successful completion of the assessments, students will receive a **Statement of Attainment** against this unit.

In order to obtain the Statement of Attainment, students will be required to complete three assessments – two written and a final performance simulated assessment observed by assessors in the workshop. Assessment will occur as an integrated component of the learning process.

In the eLearning program students will complete two assessments, with the written assessments completed throughout the program and a final performance simulated assessment completed via video submission at the conclusion of the student's learning. The workplace pathway option of the eLearning program allows students to complete two video submission interactions and one third party report of a client interaction conducted in their workplace.

Students will be assessed against the performance criteria and underpinning knowledge of the unit of competency.

Assessment has been designed in accordance with the unit of competency. Students will be given ample opportunity to demonstrate their level of competency for assessment and be provided with feedback to support their learning, personal and professional development. If areas are identified where a student requires further support and development, this will be provided and there will be opportunity for reassessment.

At the completion of training, it is anticipated that students will have met the skills, knowledge and attributes required to recognise, respond appropriately and refer people who are experiencing, or at risk of, domestic and family violence.



3.1.3 Workshop Streams

The face to face and virtual channels of the DV-alert Program are delivered by Lifeline centres and our partner trainers on behalf of Lifeline Australia, whilst the eLearning channel is assessed and supported by Lifeline Australia.

DV-alert General

In this stream students 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 services across a wide range of contexts.

The General stream is available via:

- Face to face delivery over 2 days
- Virtual delivery, when available, over 3 days
- Self-paced eLearning over 9 weeks.

Students will be able to use the knowledge and skills gained to:

- Identify and respond to the needs of clients who may be experiencing domestic and family violence
- Respond appropriately with immediate interventions and support needs of clients including safety planning
- Refer clients to appropriate services and support.

DV-alert Indigenous

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

Indigenous workshops are co-delivered with accredited Aboriginal and Torres Strait Islander trainers and are presented in a way that respects Aboriginal and Torres Strait Islander cultural beliefs and practices. The workshop emphasises the fourth 'R', Respect, with respect for culture being the underpinning value.

The Indigenous Workshop is available via:

- Face to face delivery over 2 days
- Virtual delivery, when available, over 3 days.

Students will be able to use the knowledge and skills gained to:

- Identify and respond to the needs of Aboriginal and Torres Strait Islander clients who may be experiencing family violence
- Respond appropriately to immediate interventions and support needs of Aboriginal and Torres Strait Islander clients including safety planning
- Refer Aboriginal and Torres Strait Islander clients to appropriate services and support.



DV-alert Multicultural

While taking into account the unique issues and contexts faced by multicultural communities in Australia, workshop students will 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.

The Multicultural Workshop is available via:

- Face to face delivery over 2 days
- Virtual delivery, when available, over 3 days.

Students will be able to use the knowledge and skills gained to:

- Identify and respond to the needs of multicultural clients who may be experiencing domestic and family violence
- Respond appropriately with immediate interventions and support needs of multicultural clients including safety planning
- Refer multicultural clients to appropriate services and support.

DV-alert Settlement

While taking into account the unique issues and contexts faced by refugee and new humanitarian migrant communities in Australia, workshop students will 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.

The Settlement Workshop is available via:

- Face to face delivery over 2 days
- Virtual delivery, when available, over 3 days.

Students will be able to use the knowledge and skills gained to:

- Identify and respond to the needs of settlement clients who may be experiencing domestic and family violence
- Respond appropriately to immediate interventions and support needs of settlement clients including safety planning
- Refer settlement clients to appropriate services and support.

DV-alert Working with Women with Disabilities

While taking into account the unique issues, barriers and contexts faced by women with disabilities in Australia, students will 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.

The Working with Women with Disabilities Workshop is available via:

- Face to face delivery over 2 days
- Virtual delivery, when available, over 3 days
- Self-paced eLearning over 9 weeks.



Students will be able to use the knowledge and skills gained to:

- Identify and respond to the needs of women with disabilities who may be experiencing domestic and family violence
- Respond appropriately to immediate interventions and support needs of women with disabilities including safety planning
- Refer women with disabilities to appropriate services and support.

3.2 Non-accredited Workshops

3.2.1 DV-aware Workshops for the General Public

2-Hour DV-aware

This is an introduction to understanding domestic and family violence. Workshop students will learn the different signs and forms of abuse, and what to do if encountering someone who is experiencing domestic and family violence.

Students will be introduced to knowledge and skills to enable them to:

- Describe the different forms of abuse that constitute domestic and family violence
- Explain the linkages between power and control and domestic and family violence
- Describe what they can do if they know someone who is experiencing domestic and family violence.

1-Day DV-aware

Workshop students will gain an understanding of the complexities of domestic and family violence and learn how to recognise the signs, how to respond safely and how to refer when necessary.

Students will gain knowledge to:

- Identify the different signs and forms of abuse that constitute domestic and family violence
- Learn about the Cycle of Violence and the Duluth wheels of power and control, equality and empowerment
- Reflect on and share what they can do if they know someone who is experiencing domestic and family violence

Brothers Standing Tall

This is an introduction to understanding family violence and the impacts on Aboriginal and Torres Strait Islander families. Students will gain insight into these issues and consider how family violence can be prevented within communities.



3.2.2 1-Day Specialist Workshops

Complex Forms of Violence

This workshop offers further learning on trafficking/slavery, forced marriage, dowry abuse and female genital mutilation/cutting. Workshop students will learn about recognising the signs of these complex forms of violence, and how to respond appropriately and refer people for specialist support.

Students will learn to:

- Draw links between complex forms of violence and domestic and family violence
- Identify root causes of complex forms of violence
- Recognise, respond and refer people experiencing complex forms of violence.

To attend this workshop students must have received the unit of competency CHCDFV001 Recognise and respond appropriately to domestic and family violence.

Men who use Violence

This workshop offers further learning on the drivers of men's use of violence, and how to take actions that will lower the risk these men present to their partners and children.

Students will learn to:

- Assist people who encounter instances of males who use violence in their capacity as frontline workers
- Select approaches that lower the risk these men present to their partners and children
- Avoid actions which may raise the levels of danger these men may present to their partners and children.

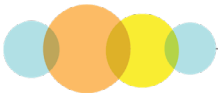
To attend this workshop students must have received the unit of competency CHCDFV001 Recognise and respond appropriately to domestic and family violence.

Engaging with Interpreters

Workshop students will learn how to engage effectively with an interpreter in the context of domestic and family violence. This workshop is not for interpreters. It is for frontline workers who may need to engage with interpreters in the course of their work. The aim is to equip frontline workers with the knowledge and skills to engage effectively and safely with an interpreter in domestic and family violence contexts.

Students will learn to:

- Work with an interpreter to recognise and respond appropriately to people subjected to domestic and family violence
- Consider the requirements for organising and working effectively with an interpreter
- Develop practices to support communicating with women presenting with language barriers.



4 Benefits of Attendance

Attendance at both accredited and non-accredited workshops of the DV-alert Program will help to build knowledge and skills to be able to recognise and respond to people experiencing, or at risk of, domestic and family violence. The accredited workshops offer deeper learning of the knowledge and skills specifically for frontline workers.

By participating in the accredited training, students will:

- Receive a statement of attainment for the unit of competency CHCDFV001 Recognise and respond appropriately to domestic and family violence on successful completion of the assessments. This unit of competency forms part of the CHC Community Services Training Package
- Have an opportunity to network with other support workers and increase their knowledge of local resources and support
- Receive tools and references for domestic and family violence support and referral.

5 Course Fee Information

The DV-alert Program is funded by the Australian Government Department of Social Services, so there is no cost for eligible students to attend the training.

6 Entry Requirements

6.1 Student Enrolments

To participate in the DV-alert Program, prospective students are requested to complete the online enrolment form on the DV-alert website, www.dvalert.org.au.

As part of the enrolment process all prospective students will be required to:

- Provide Lifeline Australia with their Unique Student Identifier number, or apply for one if they do not have one- Refer to 8.1 below
- Meet residency or visa requirements. Refer to 8.2 below
- Complete a Language, Literacy and Numeracy (LLN) Assessment, if required, prior to being accepted for enrolment into the DV-alert Program. Refer to 8.3 below.

Enrolment is confirmed once all requirements have been met and are subject to minimum and maximum workshop attendance numbers.



6.2 Eligibility to Enrol

The table below outlines who is eligible to enrol for which stream of the DV-alert Program. There are different workshops for those in frontline roles working directly with clients who may be subjected to domestic and family violence, and for the general public.

		General public	Frontline workers, volunteers or student placement
Requirements			
1	Have a unique student identifier. Refer to 6.1 below.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Live in Australia and have Australian or New Zealand citizenship. Refer to 6.2 below.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
3	Be aged 18 or older.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Have a working computer with functional camera and access to the internet to complete training if required	<input checked="" type="checkbox"/> Required for virtual training	<input checked="" type="checkbox"/> Required for virtual training
5	Be working in health, allied health, education, childcare or community sectors.	<i>Not eligible</i>	<input checked="" type="checkbox"/>
Audience by stream			
1	DV-alert accredited training		
	DV-alert accredited (face-to-face, virtual or eLearning) <ul style="list-style-type: none"> • General • Indigenous • Multicultural • Settlement • Working with Women with Disabilities 	<i>Not eligible</i>	<input checked="" type="checkbox"/>
2	DV-alert non-accredited training		
	• DV-aware (2-Hour or 1-Day)	<input checked="" type="checkbox"/>	<i>Not recommended</i>
	• Brothers Standing Tall	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	• Complex Forms of Violence*	<i>Not eligible</i>	<input checked="" type="checkbox"/>
	• Men who use Violence*		<input checked="" type="checkbox"/>
	• Engaging with Interpreters*		<input checked="" type="checkbox"/>
<i>*Only frontline workers who have successfully completed one of the DV-alert accredited streams are eligible to enroll in this specialist workshop.</i>			



6.3 Materials and Equipment

Students will be provided with access to training materials for the stream they are enrolled in.

- For face to face workshops students will be provided with materials on arrival at the venue
- For virtual workshops a participant workbook will be posted to you
- For eLearning students will be provided with access to the DV-alert Moodle site.

Students are required to have to a computer and the internet in order to participate in either virtual or eLearning channels. For virtual workshops, students will require a functioning camera connected to their computer which will need to be on throughout the training.

7 Cancellation of Enrolment

A \$100 cancellation/no show fee may be applicable to students who do not cancel training enrolment within five working days of the course date, or who do not attend the course they have enrolled in. This fee covers expenses relating to administration costs and student placement. For eLearning students, a cancellation fee may be charged where enrolled students fail to commence the program within two weeks of enrolment and being given access to the course.

8 Registered Training Organisation Requirements

8.1 Unique Student Identifier

All Students are required to have a Unique Student Identifier (USI). A USI is a reference number that gives students access to their USI account. A USI will allow an individual's USI account to be linked to the National VET Provider Collection allowing an individual to see all their training results from all providers, including all completed training units and qualifications.

The USI makes it easier for students to find and collate their VET achievements in a single authenticated transcript and will ensure that students' VET records are not lost. The USI is available online and at no cost to the student.

Lifeline Australia cannot issue a statement of attainment to students who do not have or have not advised their USI, regardless of whether they have completed the training. To create your USI number, visit www.usi.gov.au.

8.2 Eligibility for Training and Student Visa Requirements

The Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) is a register of Australian education providers that recruit, enrol and teach overseas students. As Lifeline Australia (RTO 88036) is not registered under CRICOS, any students who are not Australian or New Zealand citizens, or do not have a Permanent Residency status, must provide a copy of their passport and visa details to the Lifeline centre so that a Visa Entitlement Verification Online check



can be completed. Lifeline Australia and its third parties are required to adhere to any conditions attached to an individual's visa status regarding study and training options.

8.3 Student Language, Literacy and Numeracy

All applicants must complete a Language, Literacy and Numeracy (LLN) Assessment prior to being accepted into the course.

Students who are identified as requiring additional training will be advised of the type of training required. Additional costs may be related to this and you will be advised in writing if this additional training is available. Where possible an alternative training provider will be recommended.

8.4 Additional Support for Students

As an RTO, Lifeline Australia is required to make reasonable adjustment available to all training and assessment practices delivered by its third parties (refer to the RTO manual for Lifeline Australia's Reasonable Adjustment policy). In addition, Lifeline seeks to ensure the DV-alert Program is accessible to a range of students so that, for example, people with physical or hearing impairments are not necessarily precluded from completing these workshops, but there are limitations to the amount of support we are able to provide. Please discuss your needs to determine whether we are able to accommodate your needs.

8.5 Financial Support for Students – Travel Costs

There is financial support available to support travel costs for people enrolled in DV-alert specialist 1-Day workshops or 2-day workshops, except for those enrolled in in-house workshops), who meet **all** the following criteria:

- Their workplace is in a regional or remote location with an RA2 to RA5 rating ([find out here](#))
- Their workplace is more than 50km from a workshop in a regional or remote location, or more than 100km from a workshop in a metropolitan location.

What Can and Cannot Be Claimed

Up to \$220 (incl. GST) per day for two days (maximum of \$440 incl. GST) for travel and accommodation expenses you have paid. Expenses covered include:

- Airfares (best day rate)
- Bus/train/taxi fare
- Motor vehicle allowance (rate per km in a personal vehicle)
- Car hire (if it's the most financially viable option)
- Parking
- Hotel, motel or caravan park.



The following expenses will not be covered:

- Meals
- Petrol/diesel
- General incidentals
- Change/cancellation fees for travel or accommodation.

Approval and Claiming Process

Request approval at the time of enrolment by emailing training.dvalert@lifeline.org.au. Approved students will be provided with a travel form to complete post workshop and send in with their receipts.

8.6 Financial Assistance – Staff Backfill

In addition to free training, DV-alert also provides financial assistance to help with staff backfill while frontline staff attend a DV-alert workshop.

What Can Be Claimed

An amount of up to \$275, including GST, per day for two days to cover the cost of a locum or temp to fill a staff member's position who is attending a DV-alert workshop may be claimed.

How to Claim

To apply for this payment employers need to complete an [application form](#), attach appropriate evidence and submit a tax invoice for the amount being claimed to training.dvalert@lifeline.org.au.

This payment is available to an employer if they have a staff member attending a DV-alert workshop. The payment is not available to self-employed participants.

8.7 Relevant Training Policies and Rights of Students

Refer to the RTO Manual for information regarding the following:

- Recognition of prior learning policy
- Rights of appeal for enrolment and assessment decisions
- Access and equity policy
- Complaints and feedback policy
- Credit transfer policy
- Information management policy
- Privacy policy
- Monitoring performance of third parties policy.

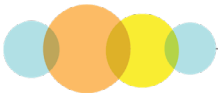


9 Appendix 1

9.1 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 2012*, as well as specific Lifeline Australia 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.
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.
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.



Term	Description
Data	The information collected about aspects of an RTO's operations and performance.
eLearning	The acquisition of knowledge and skill using electronic technologies such as computer- and Internet-based courseware and local and wide area networks.
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> <p>(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);</p> <p>(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</p> <p>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).</p>
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



Term	Description
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>
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.



Term	Description
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 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.



Term	Description
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	<p>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.</p> <p>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.</p>
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.
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.
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.



Term	Description
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.
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.



Term	Description
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.
VET	Vocational Education and Training
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.