Lifeline



Student Handbook

Lifeline Australia Registered Training Organisation ID 88036

Version 1.0 April 2026



Acknowledgment of Country

We, Lifeline Australia, acknowledge the Traditional Aboriginal and Torres Strait Islander Custodians of Country, on which our national office in Sydney is based, the Gadigal people of the Eora Nation.

We extend our respects to all Traditional Custodians throughout Aboriginal and Torres Strait Islander Nations and across our national Lifeline network.

We pay our respects to Elders Past, Present, and Future, acknowledging their continued connection to and caretaking of Country, Lands, Sea, Waters, Animals, and Vegetation, for thousands of generations.

We acknowledge that Aboriginal and Torres Strait Islander peoples' sovereignty on this Country was never ceded. Wherever you are located today, it always was and always will be Aboriginal and Torres Strait Islander land.

Recognition of Lived Experience

Lifeline Australia pays deep respect to people who have personal experience of crisis and suicide. They are the reason our organisation and services exist. We recognise the immense value that their experience and expertise bring to our work, helping us ensure that no one faces their toughest moments alone.

Acknowledgement of Domestic and Family Violence

We stand with all people impacted by family, domestic, and sexual violence. We honour the courage and strength of victims, survivors, families, communities, and honour the lives lost. Together, we work daily to end violence against women and children.

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BEFORE YOU APPLY

Welcome and introduction

This handbook is for students of Lifeline Australia to either become a Lifeline crisis supporter, by completing the Crisis Supporter Workplace Training (CSWT) course, or when considering DV-alert training through a nationally recognised training and assessment pathway. The Student Handbook can be referred to throughout your learning journey as it outlines your obligations as a student, what you can expect from us, and where to seek additional support or assistance.

Refer to the ***CSWT course prospectus*** or ***DV-alert course prospectus*** for detailed information about the course. Reading the following information alongside the course prospectus and other important materials, can help you make an informed choice about whether to participate in the training. Not all information in this handbook applies to every individual's learning needs.

Throughout this handbook the term student is used to describe individuals participating in training. DV-alert participants may also be referred to as learners within the DV-alert program.



Lifeline Australia

Founded in 1963 as Lifeline Australia, we are a national charity whose core purpose is providing people experiencing emotional distress with access to 24-hour crisis support and suicide prevention services.

We are committed to empowering people in Australia to be suicide-safe through connection, compassion, and hope. We exist to ensure that no person in Australia has to face their toughest moments alone.

As the national office of a Member-based entity, Lifeline Australia is a sector leader, working with governments, mental health organisations and communities across the country to improve the lives of all Australians through effective suicide prevention and mental health strategy and implementation. Lifeline Australia's separately incorporated 17 Member organisations own and operate 43 Lifeline Centres across Australia. In addition to our core Lifeline crisis support and suicide prevention line, we deliver a range of other services focused on crisis support, suicide prevention, and family and domestic violence.

Lifeline Australia RTO 88036
Lifeline Australia is a Registered Training Organisation (RTO) delivering nationally recognised training directly, and through Lifeline Members, or in partnership with other training providers. We comply with relevant legislation, regulations and standards governing the vocational education and training (VET) sector. Students are expected to comply with applicable laws, policies and procedures while participating in training and assessment activities.

As an RTO, our primary responsibility is to uphold quality standards and ensure that you receive a high-quality training and learning experience. This experience may be provided directly by Lifeline Australia, through a Lifeline Member at a Lifeline Centre for crisis support, or in partnership with other training providers.

We issue nationally recognised training statements of attainment for successfully completed RTO training delivered by a Lifeline Member at a Lifeline Centre in crisis support and for domestic violence response training delivered through DV-alert.



Understanding the training

CSWT – Crisis Supporter Workplace Training
This training is intended for individuals interested in volunteering for Lifeline Australia crisis support. Volunteers provide telephone-based crisis support and suicide prevention assistance to help seekers in need.

To become a volunteer crisis supporter, you must first complete the Crisis Supporter Workplace Training (CSWT) at a local Lifeline Centre who will deliver training on behalf of Lifeline Australia. There can be fees associated with the training depending on the Lifeline Centre, but for those in financial need, some Lifeline Centre may have scholarships available.

Upon successful completion of the CSWT you will receive a Statement of Attainment for an accredited skill set from Lifeline Australia. See the ***CSWT course prospectus*** for more information.

DV-alert – Domestic and Family Violence Training
The DV-alert training program includes a range of courses and workshops designed to support frontline workers to recognise and respond to domestic and family violence.

For DV-alert training, frontline workers include paid staff and volunteers who provide direct services or support to individuals or communities in sectors such as community services, health, education, justice, housing or related support services.

When considering DV-alert, you have the option to complete it through a nationally recognised training pathway that includes a single unit of competency. Upon successful completion of this unit you will receive a Statement of Attainment from Lifeline Australia. See the ***DV-alert course prospectus*** for more information.

Training delivery and partner organisations

Roles of Lifeline Australia

Lifeline Australia, as the Registered Training Organisation (RTO), provides central support systems that enable the delivery of nationally recognised training. This includes managing learning technology platforms, administering language, literacy, numeracy and digital capability assessments, and maintaining enrolment and student records associated with the Unique Student Identifier (USI) and national VET data reporting.

Lifeline Australia is responsible for:

- Determining competency and confirming successful completion of training within the CHCSS00113 Crisis Support Skill Set
- Issuing Statements of Attainment in accordance with the Standards for RTO's and maintaining student records
- Providing technical learning systems support and troubleshooting
- Managing administrative systems and IT related to enrolment and student records linked to your USI VET Transcript
- Monitoring and continuously improving training and assessment practices to ensure compliance with the Standards for RTO's
- Promoting access through inclusive practices and systems that encourage participation and diversity

Lifeline Australia operates in partnership with individual Lifeline Centres, their Centre Managers, trainers and assessors to support the delivery of training. Lifeline Australia retains overall responsibility for the quality, compliance and outcomes of all nationally recognised training delivered under its registration.



Role of Lifeline Centres

Lifeline Centres deliver training and assessment on behalf of Lifeline Australia. Each centre is responsible for managing the local delivery of the training programs. including the recruitment and enrolment of students, the provision of training and assessment, and the support required for students to participate successfully in the program.

Lifeline Centres are responsible for:

- Managing the recruitment and selection process of prospective students
- Establishing the volunteering relationship, including setting and collecting a training fee where applicable
- Notifying students of their enrolment acceptance
- Delivering nationally recognised training in crisis support
- Providing a range of student supports, including learning assistance and implementing reasonable adjustments where required
- Assessing students and confirming the completion of competencies in the Lifeline workplace

DV-alert delivery model

Lifeline Australia delivers the services that students engage with throughout the DV-alert program. This includes the development, delivery and administration of training for participants undertaking DV-alert.

Lifeline Australia is responsible for:

- Managing administration services from enrolment through to completion for CHCDFV001 Recognise and respond appropriately to domestic and family violence
- Ensuring that all materials and resources are culturally safe and respectful, particularly for First Nations people
- Continuously improving and adapting the DV-alert training program
- Facilitating workshops and online training sessions
- Offering support and guidance to students throughout their learning journey
- Extending access to training for participants in rural and remote communities
- Delivering training and skills development focused on up-to-date domestic and family violence awareness and response
- Assessing frontline workers seeking formal recognition of their competency through a Statement of Attainment

For more information, please refer to the ***DV-alert website***.

DV-alert
Domestic and Family Violence Response Training

Pre-enrolment steps

To help you decide whether the training program is right for you, review and undertake the steps below.

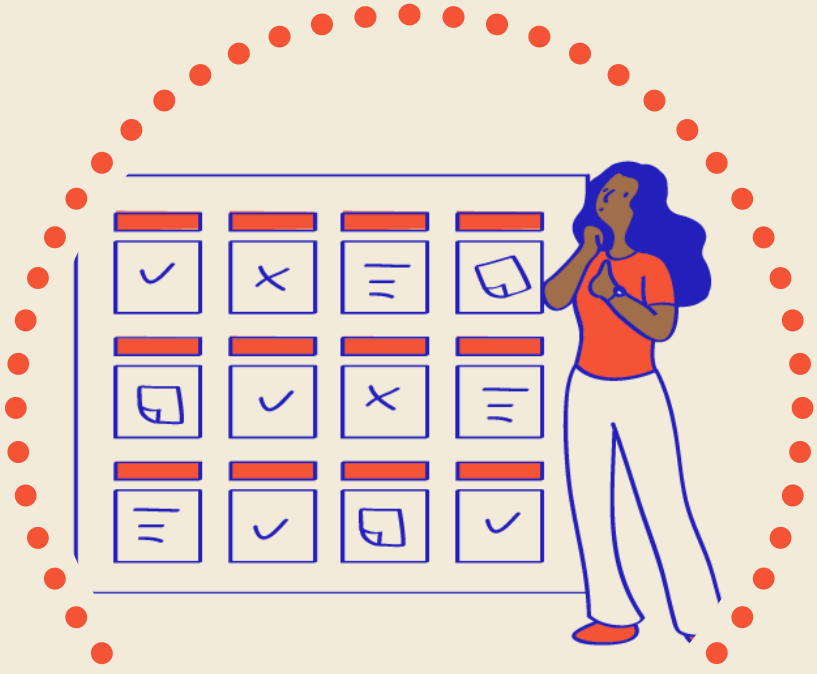
Review prospectus
Refer to the ***CSWT course prospectus*** or ***DV-alert course prospectus*** for detailed information about the course to help you make an informed decision about your participation.

Review handbook
Read this Student Handbook to understand your obligations as a student and what you can expect from us.

Contact your local Lifeline Centre (Crisis Supporter Workplace Training)
Contact the local Lifeine Centre where you are considering enrolling to obtain local information about starting a course. Lifeline manage their own course fees, timetables, course start dates, and delivery options (online, in-person, or hybrid). Local Lifeline Centres may also offer information sessions to help you decide whether the course is right for you.

After reviewing the relevant information, and deciding to participate in the training, the next steps are to complete a course enrolment application, pay any applicable fees, and accept the enrolment and its terms and conditions. It is important to understand that you are entering into an agreement to be trained and assessed by a Lifeline Centre on behalf of Lifeline Australia. For CSWT, you will be enrolled as a student of the Lifeline Centre where you choose to undertake your training.

Confirm eligibility (DV-alert)
For DV-alert training, most of the information you need to confirm your eligibility and participation requirements is available on the ***DV-alert website***. Review the available course information carefully to ensure the training is suitable for you before proceeding with enrolment.



Assessing suitability and eligibility

Suitability assessment processes differ between Crisis Supporter Workplace Training (CSWT) and DV-alert programs. CSWT includes additional suitability requirements due to the volunteer crisis supporter role.

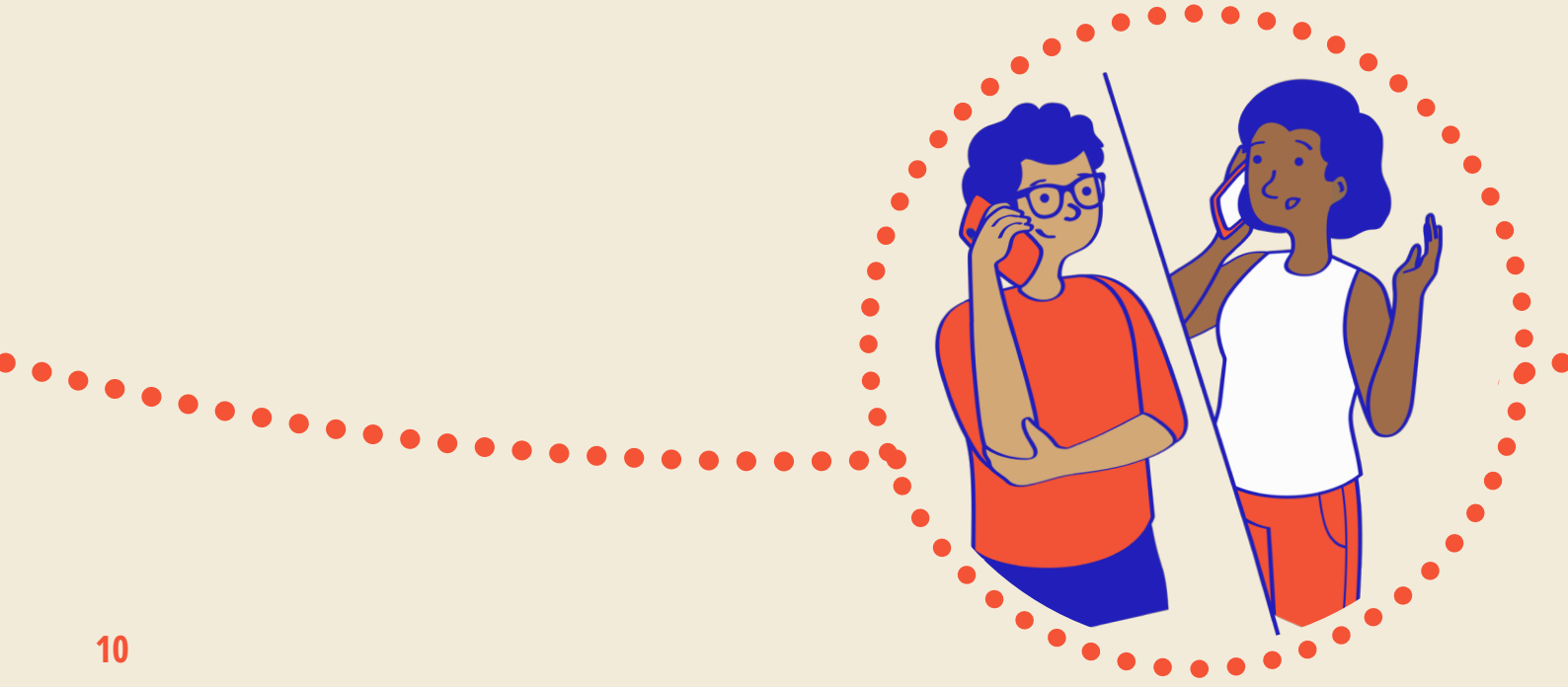
Lifeline Australia collects information during the pre-enrolment process to assess whether a training program is suitable for you and whether you meet the eligibility requirements for participation.

This process considers your readiness to undertake the training, your ability to meet course requirements and expectations, and identify any support needs that may help you succeed. The training includes sensitive content, such as suicide prevention and recognising and responding to family and domestic violence, for CSWT the suitability assessment process also considers whether the course is appropriate for you at this time.

In some cases, the nature of CSWT content or assessment activities may indicate that enrolment is not the right choice. If this occurs, you will be advised early in the process to support informed decision-making.

CSWT suitability (volunteer readiness)
For CSWT, the enrolment and suitability process considers whether the training is appropriate for individuals preparing to undertake volunteer crisis support roles and whether the training aligns with their learning and support needs.

This may include consideration of:
- Your commitment to volunteering and readiness to engage with the training program
- Your understanding of trauma-informed content
- Alignment with Lifeline's workplace expectations and volunteer role requirements
- Your learning needs, including disability access or reasonable adjustments
- Your digital capability to participate in online learning or access required resources



DV-alert eligibility (frontline worker criteria)
DV-alert training is designed for frontline community and service workers who may encounter people experiencing or at risk of domestic and family violence.

Eligibility may include consideration of:
• Your current role or involvement in frontline service delivery
• Relevant industry or workplace experience
• Your ability to apply the training in a professional or community support context

This training is intended for frontline and community service workers and is not suitable for individuals who are not working or volunteering in a relevant role.

Minimum age (CSWT and DV-alert)
Participants enrolling in CSWT and DV-alert must be at least 18 years of age at the time of enrolment.

Residency and visa requirements
Prospective students undertaking nationally recognised training must have the appropriate residency or visa status to undertake training in Australia and must be able to provide a Unique Student Identifier (USI). The USI is required for the issuance of Statements of Attainment and for national VET data reporting.



Language, Literacy, Numeracy and Digital Capability (LLND)

This training requires students to have a foundational level of language, literacy, numeracy, and digital capability to participate successfully in Lifeline training. These capabilities support your ability to engage with learning materials, complete assessments, and participate in course activities.

Australian Core Skills Framework
Lifeline Australia uses the Australian Core Skills Framework (ACSF) to guide the language, literacy and numeracy levels required for training. As part of the pre-enrolment process, prospective students complete an assessment to determine whether they have the core skills needed to undertake the course, either independently or with additional support.

Detailed information about your ACSF results will be provided confidentially. Your trainer will help you understand the results and confirm evidence of capability where required.

LLND assessment
Lifeline Australia administers the LLND assessment through an online system as part of the pre-enrolment review and application process. The assessment helps identify whether additional learning support may be beneficial during your training.

Where support needs are identified, learning plans and strategies may be developed to assist you. This may include access to learning resources and support from trainers and other team members. While Lifeline Australia provides learning support where appropriate, students must still demonstrate the required competency standards for the unit or course.

Digital capability expectations
As training and learning resources include digital and technology-based tools, prospective students are expected to demonstrate a basic level of digital capability during the pre-enrolment process.

This includes the ability to access online systems, engage with digital learning materials, and complete assessments using a computer or similar device.

Unique Student Identifier (USI)

All students undertaking nationally recognised training must have a Unique Student Identifier (USI). A USI is a personal education number required for all Vocational Education and Training (VET) in Australia and allows your training and Statements of Attainment to be recorded on your USI VET transcript.

USIs are managed by the Office of the Student Identifiers Registrar. To create a USI, visit the ***USI website***. You will need a form of identification, such as a Medicare card, and an email address. A USI can be created online using a computer or smartphone.

If you have forgotten your USI or are experiencing difficulties, you can contact the Office of the Student Identifiers Registrar via the ***USI website*** or by phone on ***1300 857 536***.

When you provide your USI to Lifeline Australia, this information is collected and handled in accordance with the ***Privacy Act 1988 (Cth), the Student Identifiers Act 2014 (Cth)***, and Lifeline Australia's privacy and information security policies and procedures. For more information about how this information is handled, please refer to the ***Lifeline Australia Privacy Policy*** and ***RTO VET Data Policy***.

Lifeline Australia cannot issue Statements of Attainment or report nationally recognised training outcomes unless a valid USI has been provided.



Fees and refunds

Crisis Supporter Workplace training fees
Lifeline Australia does not charge or collect any fees for nationally recognised training courses directly from students. For CSWT, course fees may be charged by the Lifeline Centre delivering the training to help recover some of the costs of training future crisis supporters. When students pay their fees, they are making payments to a Lifeline Centre and not to Lifeline Australia.

Each Lifeline Centre sets its own course fee amount, invoicing arrangements and payment schedule. You will receive a fee statement or invoice outlining the course fee amount, payment options, and the conditions under which fees may be refunded. Please refer to the information provided by your local Lifeline Centre for full details about the course fee and what it covers.

If you are experiencing financial hardship and are unable to pay your course fee, please speak with your local Lifeline Centre to discuss possible options or support. Some Lifeline Centres may offer scholarships or other forms of assistance to support participation in the training program.

Cooling-off period
If you enrol in the CSWT program, you may withdraw within a 10-business-day cooling-off period and receive a full refund of any fees paid. The cooling-off period begins on the day you formally enrol.

Refund Policy
If you withdraw after the cooling-off period or after training has started, any refund will be subject to conditions based on the timing of your withdrawal and training costs incurred by the Lifeline Centre. We recommend reviewing the ***RTO Fees Refund Policy*** to understand your rights if you choose to withdraw from the course.

If a course is cancelled by Lifeline Australia or a Lifeline Centre, students will be offered a full refund or transfer to another course where appropriate.

Lifeline Australia does not issue refunds directly. However, we can assist you in requesting a refund from a Lifeline Centre where the request meets the eligibility criteria outlined in the ***RTO Fees Refund Policy***.

DV-alert
There are no fees for the domestic and family violence awareness training. This program is fully funded by the Australian Government Department of Social Services under the ***National Plan to End Violence against Women and Children 2022–2032***. These government-subsidised places are subject to eligibility requirements. Details about eligibility and how to qualify for a fee-free place are available in the ***DV-alert Course Prospectus*** and on the ***DV-alert website***.

Credit transfer and recognition of prior learning

Lifeline Australia recognises that students may have previously completed relevant training or gained skills and knowledge through work or life experience. Students may apply for Credit Transfer or Recognition of Prior Learning (RPL).

Credit Transfer

Credit transfer allows students to receive recognition for units of competency that have been previously completed through another Registered Training Organisation. Credit transfer is available in the Crisis Supporter Workplace Training program. Refer to the CSWT course prospectus for the units of competency. If you have any of the units of competency, you may be eligible for a credit transfer—however, you may still be required to complete assessments. The course prospectus provides more detail on this process.

Students may provide a Statement of Attainment, AQF certificate, or consent for Lifeline Australia to access their USI transcript to verify previously completed units of competency. Lifeline Australia may use the USI transcript to confirm training outcomes for the purpose of granting credit transfer.

Recognition of Prior Learning (RPL)

RPL allows students to have their existing skills, knowledge and experience assessed against the requirements of a unit of competency. This may include skills gained through work, volunteering, previous training, or life experience.

Students wishing to apply for RPL should discuss this with their local Lifeline Centre during the enrolment process. You will be provided with information about the RPL process, evidence requirements and any applicable fees. Evidence may include work samples, references, job descriptions, training records, or other documentation demonstrating your competency.

Participants seeking RPL for DV-alert training should contact the DV-alert program team through the ***DV-alert website here*** for further information about the RPL process.

Extensions

Students enrolled in the DV-alert program are expected to complete training within the scheduled delivery period, while students enrolled in the CSWT program are expected to complete training within the standard course duration of 12–14 months.

Extension requests must be submitted in writing and are assessed on a case-by-case basis, with the extension period commencing from the date of approval. In exceptional circumstances (e.g. illness or misadventure beyond the student's control), the Lifeline Centre may, at its discretion, approve an extension for CSWT students of up to an additional 12 months.

Students who do not complete their training within the applicable timeframe, including any approved extension, may be withdrawn from the course. Students returning from an approved extension will be reassessed by a Trainer to determine whether they have retained the required underpinning knowledge and skills to continue from their previous point of progress or whether they are required to recommence the course.

APPLYING AND ENROLMENT

Application process

Prospective students who wish to participate in Crisis Supporter Workplace Training (CSWT) or DV-alert training must first complete the application process through the relevant training pathway.

Prospective students are expected to review the Student Handbook, course prospectus, and any local information provided by the local Lifeline Centre or DV-alert program before applying. This information supports informed decision-making about participation in the training program and outlines student responsibilities, course requirements and expectations.

As part of the application process, you may be required to provide personal and eligibility information to determine eligibility and whether the training is appropriate for the applicant's intended role and learning needs. This may include confirming eligibility requirements, providing a Unique Student Identifier (USI), and completing any required suitability checks such as language, literacy, numeracy and digital capability assessments.

For CSWT, applications are managed by the local Lifeline Centre, which oversees recruitment and selection for volunteer crisis supporters. Enrolment into nationally recognised training is completed through Lifeline Australia as the Registered Training Organisation.

For DV-alert training, enrolments for workshops are managed by local Lifeline Centres and other DV-alert courses through the DV-alert program team at Lifeline Australia.



Offer and acceptance of enrolment

Following review of an application, applicants who meet the eligibility and suitability requirements may receive an offer of enrolment into the relevant training program.

For Crisis Supporter Workplace Training (CSWT) the Lifeline Centre manages the volunteer recruitment and selection process and may recommend applicants for enrolment. Enrolment into nationally recognised training is completed through Lifeline Australia as the RTO.

For DV-alert training, enrolment is managed directly through the DV-alert training program delivered by or on behalf of Lifeline Australia.

Acceptance of an offer of enrolment may require applicants to confirm their participation in the course, provide required enrolment information, provide a Unique Student Identifier (USI), and where applicable, make payment of course fees directly to the Lifeline Centre. DV-alert training does not require payment of course fees as it is funded by the Australian Government.

Once the offer has been accepted and enrolment is confirmed, the student becomes formally enrolled in the training program with Lifeline Australia as the RTO.

Entering into a training agreement

When you enrol in a Lifeline training program, you enter into a training agreement that outlines the responsibilities of both the student and the training provider. The delivery arrangements for your training may vary depending on the program and who is delivering it. The following information explains how training is delivered and who is responsible for providing your training, assessment, and certification.

Third-party disclosure (CSWT)
CSWT includes the CHCSS00113 Crisis Support Skill Set and is delivered by your local Lifeline Centre on behalf of Lifeline Australia.

Your training, assessment and local support will be provided by the Lifeline Centre where you enrol. You will be enrolled as a student with Lifeline Australia as the RTO, while training and assessment are delivered by the Lifeline Centre on behalf of Lifeline Australia.

Lifeline Australia remains the RTO responsible for the quality of training and assessment, student records, and issuing your certification.

Direct enrolment (DV-alert)
DV-alert is designed for frontline community services workers and includes the nationally recognised unit of competency CHCDFV001 Recognise and respond appropriately to domestic and family violence.

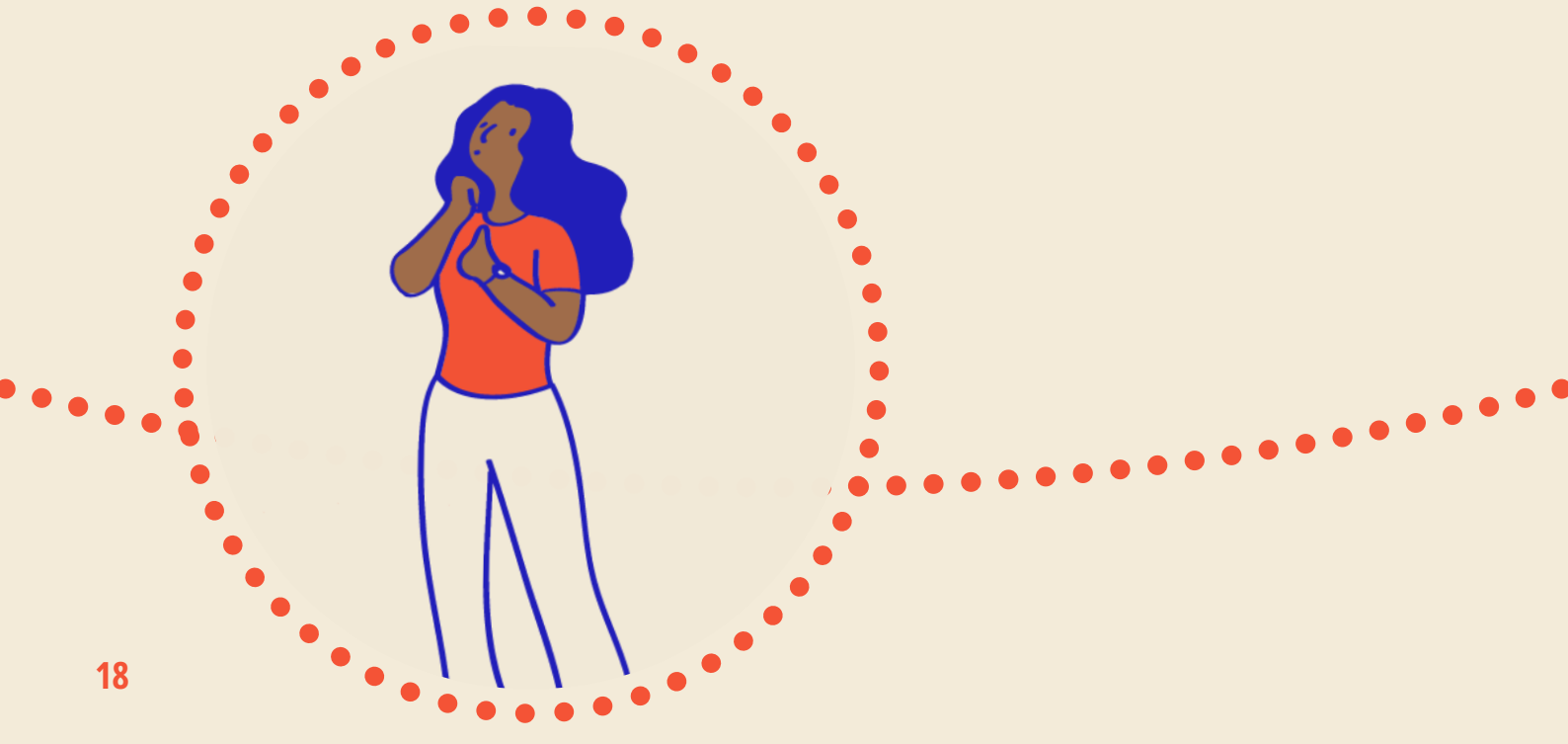
DV-alert training may be delivered by a Lifeline Centre or directly by Lifeline Australia. Regardless of the delivery arrangement, you will be enrolled as a student of Lifeline Australia for the duration of your training.

Withdrawal prior to commencement

You may withdraw from your training program at any time by notifying your Lifeline Centre or the DV-alert program in writing.

If you withdraw prior to the commencement of training, your enrolment may be cancelled and any applicable refunds will be processed as outlined in the ***RTO Fees Refund Policy***.

If you withdraw after training has commenced, a withdrawal or other outcome may be recorded against your enrolment and may appear on your USI VET Transcript. Unless there has been an administrative error, training outcomes reported to the national VET system cannot be removed and will remain part of your permanent training record.



YOUR TRAINING JOURNEY

Training delivery models

Lifeline training programs may be delivered using a range of learning formats designed to support different learning environments and student needs. Depending on the course and location, training may include blended learning, online delivery, in-person workshops, and workplace-based learning. Assessment activities may include written tasks, practical activities, observation, discussions, and workplace-based assessment.

Students should refer to the course prospectus and local timetable for specific information about how their training will be delivered and assessed.

Blended Learning
The first stage of Crisis Supporter Workplace Training (CSWT) and DV-alert training may be delivered using a blended learning model. This combines online learning modules or e-learning with trainer-led learning sessions delivered either in person or virtually.

Blended learning allows students to engage with course materials independently while also participating in guided learning and discussion with trainers and other students.

Online Delivery
Where the course prospectus and local timetable specify online delivery, training will occur online using video and internet links. Students participating in online delivery are expected to have access to a computer or similar device, internet access, and the ability to participate in video-based learning sessions where required.

Online learning may include:
- Online self-paced e-learning modules where students access course materials through a digital learning management system (LMS) using a computer
- Live online training sessions where students connect with trainers and other participants in real time using digital platforms such as Microsoft Teams or Google Meet

These sessions are organised and managed by Lifeline Centres, or by Lifeline Australia for DV-alert training. Assessments requiring direct observation may also be conducted in this format.

In-Person Workshops
Training may be delivered through in-person workshops at a local Lifeline Centre location or other approved training venue. These workshops form part of the blended learning delivery model and provide opportunities for students to engage with trainers and course materials as part of the training program.

Details about workshop schedules and delivery arrangements are provided in the course prospectus and local timetable information from Lifeline Centres.

Workplace Placement (CSWT)
Students undertaking Crisis Supporter Workplace Training (CSWT) complete training and assessment activities within the Lifeline workplace environment operated by the Lifeline Centre where they are enrolled.

This workplace-based learning supports students to demonstrate the skills and knowledge required to meet the competency requirements of the Crisis Support Skill Set. Students will be supervised and supported by appropriately trained staff while completing workplace-based learning and assessment activities.

Training frameworks

Lifeline Australia delivers nationally recognised training based on nationally endorsed training products that define the skills and knowledge required for specific workplace outcomes. These training products may include units of competency and skill sets that describe the standards students must achieve to demonstrate competency.

Students must satisfactorily demonstrate competency in all assessment tasks for each unit of competency. If competency is not demonstrated, a Statement of Attainment cannot be issued.

Competency-Based Training
Lifeline training is delivered using a competency-based training approach. This means your progress is measured by your ability to demonstrate the required knowledge and skills described in the relevant unit or skill set, rather than by time spent in training.

To be deemed competent, you must satisfactorily complete all required assessment tasks and demonstrate the skills and knowledge outlined in the training product. Assessment methods may include written tasks, practical activities, observation, role plays, questioning, and workplace-based assessment activities. If you are assessed as not yet competent, you may be provided with additional support or opportunities for reassessment in accordance with Lifeline Australia's assessment procedures.

Units of Competency
Units of competency describe the skills and knowledge required to perform specific tasks or roles in the workplace.

For the training programs offered by Lifeline Australia, units of competency form part of the nationally recognised training products delivered through the Crisis Supporter Workplace Training and DV-alert programs.

To receive a Statement of Attainment, you must successfully complete all assessment tasks associated with each unit of competency included in your course. Records of your results will be maintained by Lifeline Australia and reported to the national VET system.

Skill Sets
The nationally recognised training component of CSWT is the CHCSS00113 Crisis Support Skill Set (Release 1).

This skill set includes the following units of competency:
- CHCCCS003 Increase the safety of individuals at risk of suicide
- CHCCCS019 Recognise and respond to crisis situations
- CHCCCS028 Provide client-Centred support to people in crisis

This three-unit skill set supports the training and preparation of Lifeline crisis supporter volunteers, who are trained to respond to the immediate needs of people in crisis using Lifeline's supportive practice framework.

In DV-alert, the nationally recognised training component is the unit of competency:
- CHCDFV001 Recognise and respond appropriately to domestic and family violence

This unit recognises the knowledge and skills of frontline community workers supporting people experiencing domestic and family violence.

DV-alert training delivered by Lifeline Australia is funded by the Australian Government Department of Social Services.



Training product transition and safety net

Training products, including skill sets and units of competency, may change over time as part of updates to the national training system. If any changes occur during your enrolment that affect your training or assessment, you will be notified in writing.

Where a training product is superseded or replaced, Lifeline Australia will implement transition arrangements in accordance with national training product transition requirements and ensure appropriate arrangements are made so you are not disadvantaged.

If either of the following training products becomes superseded or replaced during your enrolment:

- CHCSS00113 Crisis Support Skill Set
- CHCDFV001 Recognise and respond appropriately to domestic and family violence

Lifeline Australia will support you to either:

- Complete your training and assessment within the permitted transition timeframe set by the national training system, or
- Transition to the most current version of the training product.

Lifeline Australia will ensure you continue to have access to the required training, assessment and support during any transition period, and you will not be unfairly disadvantaged due to changes beyond your control.

Certification will be issued for the training product version that you successfully complete.



ASSESSMENT

Assessment approach

Assessment focuses on the practical application of skills and knowledge, ensuring students can perform tasks effectively in a workplace or simulated workplace environment. Assessment tasks are designed to be valid, reliable, flexible and fair, and aligned with the requirements of the relevant unit of competency or skill set.

Assessments may include a variety of tasks such as written responses, role-plays, practical demonstrations, workplace activities, questioning, and case studies. These tasks are designed to support learning and confirm that students can demonstrate the required competencies.

Assessment decisions are made by qualified assessors and must comply with the Principles of Assessment and Rules of Evidence to ensure assessment is fair, consistent, valid, and reliable.

Student progress is monitored throughout the course, and feedback is provided to support learning and improvement. If a student is assessed as Not Satisfactory or Not Yet Competent, feedback will be provided and the student may be given an opportunity for reassessment in accordance with Lifeline Australia's assessment procedures. Students who disagree with an assessment decision may access the Complaints and Appeals process.

Principles of Assessment
Assessors apply the Principles of Assessment to ensure assessment practices are fair, consistent, and appropriate.

Fairness: Assessment processes consider the individual needs of students and allow for reasonable adjustment where appropriate.

Flexibility: Assessment methods may be adapted to meet the needs of students while still meeting the requirements of the unit of competency.

Validity: Assessment measures the skills and knowledge that are required by the unit of competency and the workplace.

Reliability: Assessment results are consistent and based on clear assessment criteria so that different assessors would reach similar outcomes.

Rules of Evidence
Assessors also apply the Rules of Evidence when making assessment decisions.

Validity: The evidence collected is directly related to the skills and knowledge required by the unit of competency.

Sufficiency: Enough evidence is gathered to confirm that the student has demonstrated all required competencies.

Authenticity: The assessor is satisfied that the evidence provided is the student's own work.

Currency: The evidence reflects the student's current skills and knowledge.

Assessment methods

Lifeline Australia uses a competency-based assessment approach to evaluate whether students can demonstrate the skills and knowledge required for each unit of competency.

Assessment methods vary depending on the training program and unit of competency and are designed to reflect real workplace practice. Assessments may take place in a workplace or simulated workplace environment.

Students may complete a range of assessment methods, including:
- Written assessments
- Practical observations and demonstrations
- Case studies
- Role-play or practical skills demonstrations
- Verbal or oral assessments
- Verification of workplace performance
- Recognition of Prior Learning (RPL)

Assessments focus on demonstrating competency rather than achieving a score. Outcomes are recorded as Satisfactory / Not Satisfactory or Competent / Not Yet Competent.

Students undertaking Crisis Supporter Workplace Training (CSWT) demonstrate competency within the Lifeline workplace, while DV-alert students may demonstrate competency in an industry or simulated workplace environment. In some cases, assessments may be conducted by more than one assessor. Lifeline Australia monitors the assessment system to ensure it meets the standards required of a Registered Training Organisation (RTO).

Reasonable adjustments

Lifeline Australia is committed to providing fair and equitable assessment for all students. Reasonable adjustments aim to achieve a fair balance and are discussed and agreed where they support the student.

Reasonable adjustment does not change the competency requirements of the unit of competency and must ensure that all students are assessed against the same standards.

Any adjustment must maintain the required standard of performance for the unit of competency and be reasonable to implement in a workplace or simulated workplace setting.

Lifeline assessors may not be able to implement reasonable adjustments if:
- The adjustment would cause unjustifiable hardship to the Lifeline Centre or training program
- The adjustment would create a safety risk to other students or help seekers
- The adjustment is so significant that the student no longer meets the requirements of the course

Students are encouraged to discuss any support needs with their trainer so that appropriate arrangements can be considered.

Reassessment attempts

Students are permitted to re-attempt an assessment twice, for a total of three (3) attempts, including the original attempt. Before reassessment, trainers will provide constructive feedback to support learning and improvement.

Where appropriate, additional support strategies may be provided to help students prepare for reassessment. These may include:
- Further explanation of the assessment requirements
- Additional time for self-paced learning and practice
- Group-based learning opportunities
- Coaching sessions
- Individual support sessions

These supports are designed to ensure students are well prepared for their next reassessment attempt.

CSWT (3 attempts with action plan)
Students enrolled in Crisis Supporter Workplace Training (CSWT) are provided with up to three assessment attempts, including the original attempt. Where required, a learning or action plan may be developed with the trainer to guide additional learning and preparation before reassessment.

DV-alert (3 attempts)
Students enrolled in DV-alert training are also provided with up to three assessment attempts, including the original attempt. Feedback will be provided to support students in developing the skills and knowledge required to demonstrate competency.

Academic integrity

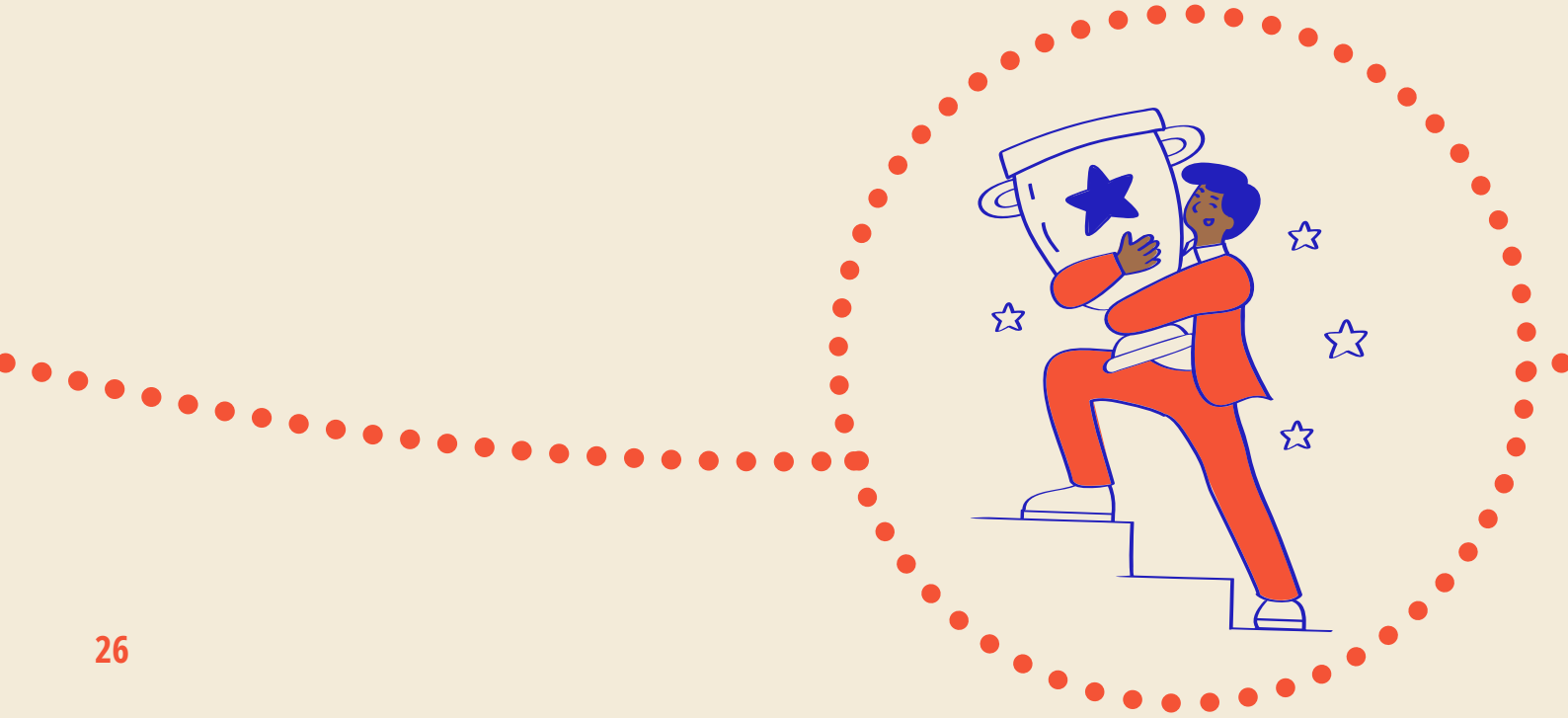
Students are only awarded a Statement of Attainment when they have demonstrated achievement of the required competency outcomes. Students will be asked to sign a candidate declaration of authenticity or confirm submission statement, confirming that all submitted work is their own.

All assessment submissions must reflect the student's own knowledge, understanding, and learning. Presenting work that is not your own as part of an assessment submission is considered a breach of academic integrity. This may include:

- Plagiarism – copying or using another person's work, ideas, or materials without proper acknowledgement
- Collusion – working with others to produce assessment responses that are submitted as individual work
- Unauthorised use of tools or technologies, including generative artificial intelligence (AI), to produce assessment responses

Where the use of external sources or tools is permitted, they must be appropriately acknowledged. Breaches of academic integrity may result in the assessment being deemed not satisfactory, and further action may be taken in accordance with Lifeline Australia's training and assessment policies.

Lifeline Australia may also require students to demonstrate their knowledge through additional questioning or practical demonstration to confirm the authenticity of assessment evidence.



Authenticity declarations

To maintain the integrity of the assessment process, students are required to confirm that all submitted assessments are their own work. Before submitting assessments, Students will be asked to sign a candidate declaration of authenticity or confirm submission statement, confirming that all submitted work is their own.

This declaration confirms that:

- The assessment work submitted is the student's own work
- All sources of information or assistance have been appropriately acknowledged
- The work has not been copied from another person or submitted by someone else on the student's behalf
- The work has not been previously submitted for another course or assessment without approval

Authenticity declarations help ensure that assessment decisions are based on valid, authentic, and reliable evidence of a student's skills and knowledge.

Where concerns arise regarding the authenticity of submitted work, Lifeline Australia may review the assessment submission and take appropriate action in accordance with its training and assessment policies.



COMPLETION AND CERTIFICATION

Completion requirements

To satisfactorily complete training, students must demonstrate competency in all required assessment tasks for the relevant units of competency. Competency is determined by an assessor based on evidence that the student has achieved the required skills and knowledge outlined in the unit of competency.

Crisis Supporter Workplace Training (CSWT) students must complete the learning and workplace-based assessment activities associated with the Crisis Support Skill Set.

DV-alert students must complete the training and any required assessments associated with the unit of competency delivered through the program. Students who do not complete the required assessments will not be eligible to receive certification.

Completion timeframes

Students are expected to complete their training within the timeframe outlined in the course information, prospectus, or local timetable. Maintaining currency of learning and alignment with training product requirements is an important consideration when determining completion timeframes.

CSWT is typically completed within 12 months, subject to training product requirements and course delivery arrangements.

DV-alert training duration varies depending on the course chosen. Completion occurs once the required training activities and assessments associated with the DV-alert program have been successfully completed.

Issuing Statements of Attainment

A Statement of Attainment is the official record confirming that a student has achieved competency in nationally recognised training under the Australian Qualifications Framework.

Lifeline Australia is responsible for issuing Statements of Attainment to students who satisfactorily complete the required units of competency, have provided a valid USI, and have met all enrolment and fee requirements (if applicable).

Statements of Attainment are issued within 30 days of successful completion and finalisation of all assessment outcomes.

Students may request a replacement Statement of Attainment if the original has been lost or damaged. A replacement fee may apply.

USI Transcript recording

All nationally recognised training completed through Crisis Supporter Workplace Training (CSWT) or DV-alert is recorded against the student's Unique Student Identifier (USI). This information contributes to the student's USI VET Transcript, which is a lifelong record of vocational education and training achievements in Australia.



STUDENT SUPPORT

Students can access learning and administrative support related to their training and individual learning needs to support successful participation and completion of training. Lifeline Australia provides access to learning and administrative support to assist students to successfully participate in and complete their training.

Support services may include guidance from trainers, clarification of learning materials, assistance with course participation, assessment guidance, and administrative assistance.

All support is provided through Lifeline Centres for Crisis Supporter Workplace Training (CSWT) students, or through the DV-alert training team for DV-alert participants, within the scope of the training program.

Learning and administrative support

Students have access to learning and administrative support throughout their training.

For CSWT students, support is provided by the local Lifeline Centre, including trainers, assessors and training administrators who can assist with course requirements, learning activities and assessment processes.

For DV-alert students, support is provided by the DV-alert team and/or trainers, who can assist with training participation, learning resources and assessment requirements.

Students are encouraged to seek assistance early if they experience difficulties so that appropriate support strategies can be implemented.



Support pathways

Students should access support through the appropriate pathway depending on the training program they are enrolled in.

CSWT (local Lifeline Centre contact)
Students undertaking Crisis Supporter Workplace Training (CSWT) should contact their local Lifeline Centre, including their trainer, assessor or training manager, for assistance with learning, assessments, or administrative matters.

DV-alert (DV-alert team contact)
Students undertaking DV-alert training can contact the DV-alert training team or view the ***Student Support webpage*** for assistance with course participation, assessments or administrative enquiries and for information about the range of support available

Mental health and wellbeing support

Lifeline recognises that course content in CSWT and DV-alert may involve sensitive topics, including crisis support and domestic and family violence.

Trainers are trained to recognise signs of distress and may provide guidance, support strategies or referral to appropriate internal or external support resources where required. Students are encouraged to speak with their trainer or course administrator if they experience discomfort or require additional support during the training program.

Falling behind and action plans

If a student in CSWT or DV-alert is falling behind or experiencing difficulties progressing through the course, trainers may implement strategies to support student success.

These strategies may include additional guidance on assessments, individual consultations, or the development of a learning or support plan to address specific learning needs such as language, literacy, numeracy or digital capability.

Students are encouraged to communicate early if they are experiencing challenges so that appropriate support can be provided.

CONDUCT, COMPLAINTS AND SAFETY

Expected conduct and behaviour

Student code of conduct
All students have a responsibility to demonstrate positive behaviour and contribute to a respectful, safe and inclusive learning environment. Students are expected to behave in a professional and respectful manner at all times when participating in Lifeline training programs. Students must demonstrate appropriate conduct in all learning environments, including Lifeline premises, online training sessions, and external venues where training and assessment occur. Refer to the ***RTO Student Code of Conduct*** for more information.

Respectful and inclusive behaviour
Demonstrating positive behaviour at Lifeline involves respecting individual differences and accepting everyone as they are. Students are expected to contribute to a learning environment that is respectful, inclusive and supportive of all participants. Lifeline Australia does not tolerate any form of discrimination, whether direct or indirect, including bullying, harassment (including sexual harassment), or victimisation.

Cultural safety and diversity
Students are expected to respect and value diversity within the Lifeline community and the broader Australian community. This includes respecting people from diverse abilities, neurodivergent individuals, sexual orientations, gender identities, social backgrounds and cultural groups, including First Nations peoples. Recognising and valuing the rich cultural heritage of First Nations peoples is an integral part of the Lifeline learning environment and supports culturally safe training environments.

Child safety
Students are expected to treat children and young people with respect and to use positive and affirming language when speaking about them. Students must uphold and protect the rights of children and young people by promoting respectful conversations and encouraging positive attitudes and perspectives in all discussions. Crisis Supporter Workplace Training (CSWT) and DV-alert training strictly adheres to the National Child Safe Principles. All trainers hold a current Working with Children Check, and no individuals under the age of 18 are permitted to attend training sessions.

Confidentiality and privacy
Students must maintain the privacy and confidentiality of individuals who use Lifeline services, as well as the confidentiality of any sensitive information discussed during training, role-plays, or workplace activities.

Behaviour in learning environments
Expected standards of behaviour include:
- Acting with honesty, integrity and fairness
- Treating everyone with respect, including using a respectful tone of voice
- Demonstrating behaviour that does not offend, humiliate or intimidate others
- Respecting the boundaries of others, including fellow students, trainers and assessors
- Actively participating in workshop activities and contributing to positive group dynamics
- Establishing and maintaining professional relationships

Use of Lifeline systems and resources
Students must use Lifeline resources, learning materials, and information systems responsibly and only for approved training and learning purposes.

Lifeline Centre code of conduct
Students may also be required to follow the code of conduct of the Lifeline Centre delivering the training, particularly when participating in training or activities at a Lifeline Centre site.

Plagiarism and academic misconduct

Plagiarism, cheating and other forms of academic misconduct are not permitted.

Academic misconduct may include plagiarism, collusion, contract cheating, falsifying evidence, or unauthorised use of tools or technologies, including artificial intelligence, to complete assessments.

Any alleged incidents of plagiarism, cheating or academic misconduct will be investigated and addressed in a fair, transparent and consistent manner in accordance with Lifeline Australia's Academic Integrity and Misconduct procedures. Students will be given the opportunity to respond to any allegations before a decision is made.

Engaging in academic misconduct may result in serious consequences, including:
- Assessment results being recorded as not satisfactory or not yet competent
- Reassessment requirements
- Exclusion from training activities
- Cancellation of enrolment

Feedback & complaints

Feedback, concerns and complaints may be raised informally with your trainer, assessor, other local Lifeline Centre contact, through the ***DV-alert website***, or formally through Lifeline Australia by emailing ***assurance@lifeline.org.au***.

Lifeline Australia aims to resolve issues in a timely, confidential and fair manner as outlined in our ***RTO Concerns, Complaints and Feedback Policy***. Students have the right to be accompanied by a support person during the complaints process and will be advised in writing of the outcome.

If a complaint cannot be resolved through Lifeline Australia's internal processes, students may seek independent advice or lodge a complaint through the ***National Training Complaints Hotline.***

Appeals process

Students have the right to appeal decisions related to training and assessment, including assessment outcomes or administrative decisions that affect their enrolment.

Appeals are managed through the processes outlined in the ***RTO Concerns, Complaints and Feedback Policy***. Lifeline Australia is committed to ensuring that appeals are handled fairly, transparently and within reasonable timeframes. Where possible, appeals will be reviewed by a person who was not involved in the original decision.



Work health and safety

Lifeline Australia is committed to providing a safe environment for all students, staff and participants involved in training. Training venues used for Lifeline programs are expected to maintain safe learning environments and comply with applicable work health and safety requirements. This includes training rooms used for course delivery as well as online learning environments.

Risk assessments may be conducted to identify potential hazards in both physical training environments and online workshops. Staff are trained to follow appropriate safety procedures to ensure that students can learn in a safe and supportive environment.

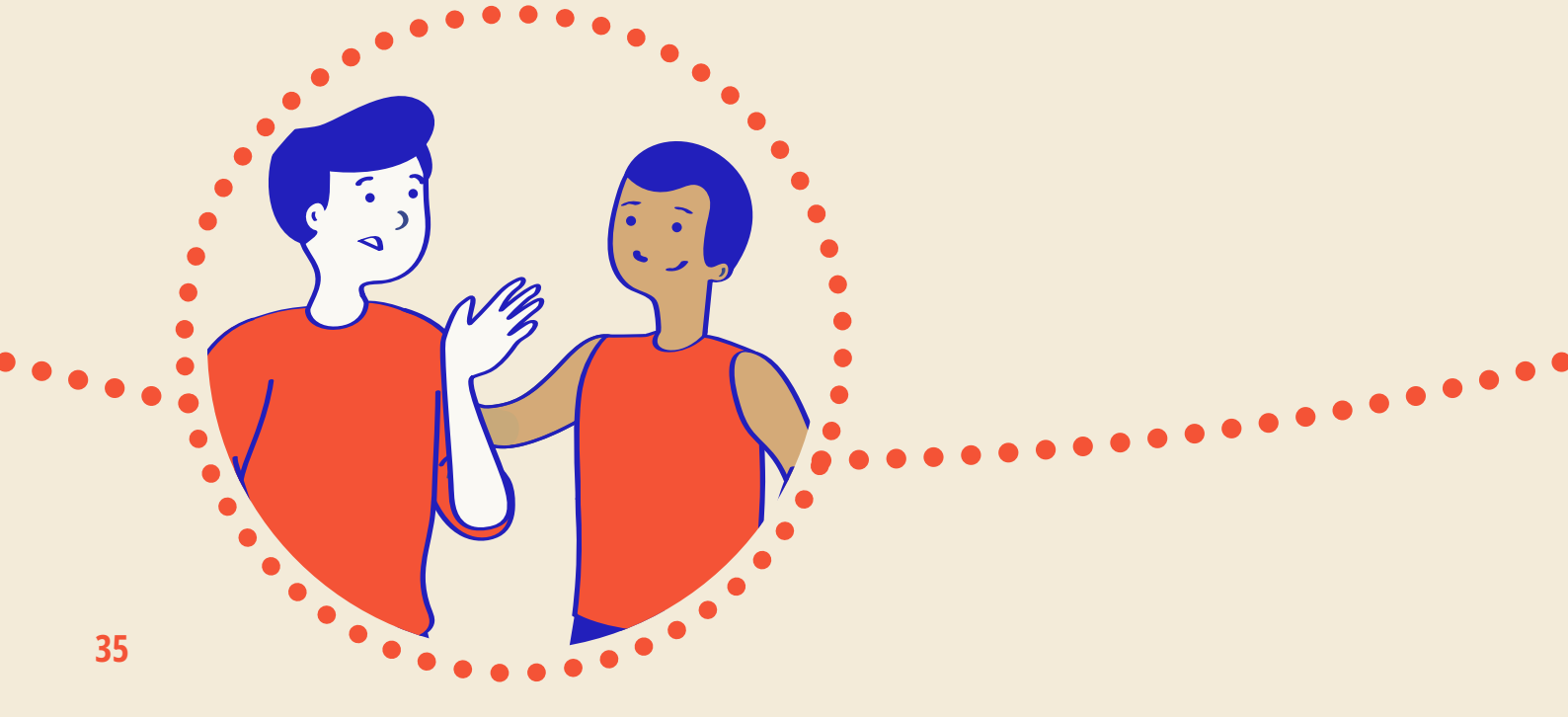
Students are required to follow all safety instructions and report any hazards, incidents or injuries to their trainer or training staff as soon as possible.

All Lifeline workplaces place strong importance on ensuring that everyone has the right to participate in an environment free from bullying, harassment and distress.

Safe learning environment

Lifeline training environments are designed to provide a safe, supportive and inclusive learning experience for all students and staff. Trainers are trained to recognise signs of distress and can provide appropriate support, including coaching, guidance, resources and strategies to assist students.

Students are encouraged to discuss any concerns or discomfort with their trainer or course administrator as early as possible, particularly if course content becomes distressing or activating. Where required, additional support resources may be provided to support student wellbeing, safety and learning success.



PRIVACY, DATA COLLECTION AND RETENTION

VET data collection

Lifeline Australia is required by law to collect and report enrolment and training activity data in accordance with national VET data reporting standards and the National VET Data Policy. This process involves collecting personal information such as your name, date of birth and other information required for government reporting.

This information may be shared with authorised government agencies, including the National Centre for Vocational Education Research (NCVER), the Office of the Student Identifiers Registrar, and other authorised bodies for the purposes of VET administration, regulation, funding, research and statistics.

Students will be provided with the National VET Data Privacy Notice during the enrolment process. Further information about VET data collection is provided during the enrolment process and in the ***RTO VET Data Policy.***

Privacy

When you share your information with Lifeline Australia, it is collected and handled in line with the ***Privacy Act 1988 (Cth)***, the ***Student Identifiers Act 2014 (Cth***) and Lifeline Australia's privacy and information security policies and procedures.

For more information about how we handle this information, read our ***RTO VET Data Policy*** and our ***Privacy Policy***.

Data reporting

Lifeline Australia has a legal obligation to report Vocational Education and Training (VET) data. If you choose to enrol in Crisis Supporter Workplace Training (CSWT) or DV-alert training, you will be asked to confirm that you have read and understood information about VET data collection and reporting.

When you enrol in nationally recognised training with an Registered Training Organisation (RTO), information about what you study, when you study, and your outcomes will be used for authorised government reporting, funding, and research purposes. VET data reporting is linked to government databases and your personal USI VET Transcript.

To fully understand how your data is used, please read the ***National VET Data Privacy Notice*** and our ***RTO VET Data Policy***.

Record retention

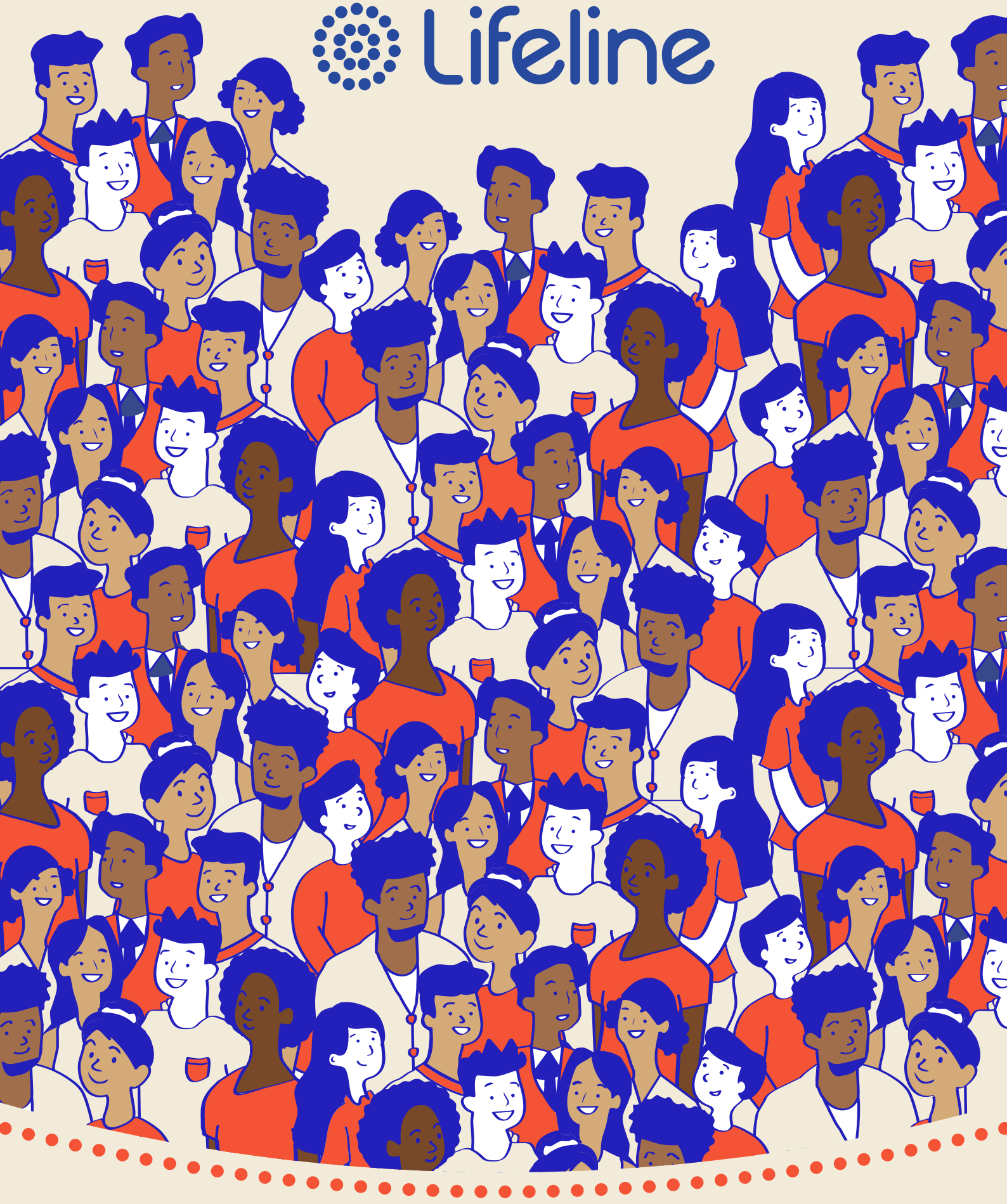
Lifeline Australia complies with regulatory requirements for maintaining student records. This includes records relating to enrolment, training participation, assessment outcomes and certification.

Records of qualifications and Statements of Attainment issued are retained for a period of 30 years in accordance with regulatory requirements. Other student records, including enrolment and assessment records, are retained in accordance with Lifeline Australia's records management and information security policies and relevant regulatory requirements.

Lifeline Australia maintains a secure register of all Statements of Attainment issued and can reissue certification if required.

Our information security policies, procedures and systems are designed to protect student data and meet recognised security standards. These measures support the secure handling and storage of VET data and personal information.

Lifeline



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