Designer Life

EMPLOYMENT • TRAINING • CAREERS

Student
Handbook

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www.designerlife.com.au

Copyright Warning

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VISION

To continue as one of Australia's premier training providers for:

- Indigenous Australians;
- Early school-leavers;
- The long-term unemployed; and
- Disadvantaged Australians.

MISSION

To achieve our vision by 2025.

This will be achieved by delivering unsurpassed levels of client care, and innovative comprehensive training, that is tailored to our clients' diverse needs. We will optimise employment opportunities for our clients, and robustly prepare them for stable on-going employment that will lead to independence and financial stability.

INTRODUCTION

Message from the Chief Executive

As Chief Executive of this organisation, I assure students of my full support for the implementation of all quality, management and operational functions articulated in this student handbook. I welcome your input and am confident that myself and the Designer Life team will adhere to our philosophy of continuous quality improvement in all aspects of Designer Life's operations.

This student handbook provides direction that guides Designer Life towards the provision of best practices in training development, management, and service delivery. This handbook clearly states our processes to ensure compliance with the standards regulated by the Australian Skills Quality Authority. For clients of Designer Life, it ensures that their investment in training provides the best possible training experience and outcomes.

Leisa Roberts
Designer Life CEO

Context

Australian Skills Quality Authority (ASQA) is the National regulator for Australia's Vocational Education and Training sector. ASQA regulates courses and training providers according to the Standards for Registered Training Organisations 2015 to ensure nationally approved quality standards for training are met. The focus of these standards is the demonstration of preparedness of registered training organisations to deliver quality training and assessment services and focus on continuous improvement.

QUALIFICATIONS

Currently Designer Life is able to offer students accredited training in the following. The prices listed are for full fee-paying students, subsidies may apply to some courses for eligible students:

CODE	TITLE	PRICE
BSB10120	Certificate I in Workplace Skills	$900
BSB20120	Certificate II in Workplace Skills	$1200
BSB30120	Certificate III in Business	$1800
BSB30120	Certificate III in Business (Administration)	$1800
BSB30120	Certificate III in Business (Customer Engagement)	$1800
BSB30220	Certificate III in Entrepreneurship and New Business	$2000
BSB40320	Certificate IV in Entrepreneurship and New Business	$2500
CHC22015	Certificate II in Community Services	$1800
CHC32015	Certificate III in Community Services	$2400
CHC33015	Certificate III in Individual Support	$2800
CHC41215	Certificate IV in Career Development	$2000
CPP30321	Certificate III in Cleaning Operations	$1800
FSK10219	Certificate I in Skills for Vocational Pathways	$900
FSK20119	Certificate II in Skills for Work and Vocational Pathways	$1400
SIR20216	Certificate II in Retail Services	$1200
SIR30216	Certificate III in Retail	$1800
SIT20322	Certificate II in Hospitality	$1500
SIT30622	Certificate III in Hospitality	$2200
SITHFAB021	Provide responsible service of alcohol	$150
SITHGAM022	Provide responsible gambling services	$150
Barista Course (SITXFSA005 and SITHFAB025)		$550

For more information on the cost of obtaining a qualification through Recognition of Prior Learning please see the RPL Fees section of the Handbook.

CLIENT SERVICES

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

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

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

In summary, Designer Life will provide:

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

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

Services include:

- Pre-enrolment materials
- Study support and study skills programs
- Language, Literacy and Numeracy (LLN) programs, or referrals to these programs
- Equipment, resources and/or programs to increase access for students with disabilities
- Learning resource centres
- Mediation services or referrals to these services
- Flexible scheduling and delivery of training and assessment
- Counselling services or referrals to these services
- Information technology (IT) support
- Learning materials in alternative formats, for example, in large print
- Learning and assessment programs customised to the workplace

Designer Life will provide all relevant information and directions to each student prior to enrolment to enable the student to make informed decisions about undertaking training with Designer Life. This information will be clear and readily available in print or as an electronic format. This will include details on how to access the Designer Life student handbook, available as a PDF document on Designer Life website: www.designerlife.com.au.

Designer Life will provide the following information specific to each student:

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

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

Designer Life is committed to completing the outlined training and assessment once students have started study in their chosen qualifications or courses from the course start date.

In the event that Designer Life is unable to complete delivery of training, if possible, Designer Life will arrange for the agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained.

FEEDBACK AND CONTINUOUS IMPROVEMENT

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

Designer Life supplies feedback forms to all students at the end of each program as an important and valuable factor in monitoring and developing business practices and quality training, ensuring the ever-changing needs and expectations of clients are being met. The CEO also welcomes feedback from other improvement opportunities such as risk assessment, student suggestions, complaints and appeals, validation sessions and audit reports.

As a student with Designer Life, your feedback is critical to our continuous improvement policy. Along with the formal feedback mentioned earlier, students are encouraged to give feedback throughout their enrolment.

In order to encourage and achieve continuous improvement based on the collection of the above-mentioned data, Designer Life has developed a best practice register which includes a written record of all improvement strategies.

ACCESS AND EQUITY

Designer Life is committed to practicing fairness and providing an equal opportunity for all current and potential students to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment, or remote location that may present a barrier to access, or any other perceived difference in class or category.

Designer Life ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. Designer Life will address access and equity matters as a nominated part of operational duties.

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

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

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

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

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

Language, Literacy and Numeracy Assistance

Designer Life course information and learning materials contain written documentation and in some cases, numerical calculations.

Designer Life recognises that not all students will have the same level of ability in relation to reading, writing, and performing calculations. Prior to enrolment, all students will complete a language, literacy, and numeracy test in order to assess the student's level of ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

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

STUDENT SUPPORT

Student support policy

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

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

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

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

Flexible delivery and assessment procedures

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

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

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

Designer Life staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards. In the event that a student's needs exceed the capacity of the support services Designer Life can offer, they will be referred to an appropriate external agency.

Reasonable adjustment

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

DISCIPLINE

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

Designer Life requires that all students observe the following principles whilst undertaking training and assessment:

- Respect other students and the Trainer/Assessor
- Feel free to contribute, but let everyone have their say
- Not to cause disruption to the training and assessment process
- All work should be the original work of the student
- Complete and submit all assessment material on time

All students are also asked to operate within the general guidelines of the policies and procedures as outlined here in the Student Handbook. Designer Life expects all students to conduct themselves with honesty and integrity in all their dealings with staff and other students. This is especially important in the verification that a student's work is genuinely their own. This environment of mutual respect and understanding is important to foster the learning process, and it is all of our responsibility to maintain.

Failure to uphold the policies and rules as described in this Student Handbook is considered to be misconduct and may result in disciplinary action. All notices and notes of verbal discussions relating to misconduct and counselling sessions will be placed on the individual's student file.

Designer Life Management advises any trainer or staff member who is dissatisfied with the behaviour or performance of a student that they have the authority to:

- Warn the student that their behaviour is unsuitable; or
- Advise the student to leave the room for break and return after a few minutes once they have modified their behaviour.

If a student wishes to object or lodge an appeal against the disciplinary action taken, they have the right and opportunity to follow the Designer Life complaint procedure. Designer Life staff are expected to maintain a professional and ethical working relationship with all other staff members, management, and students. Breaches of the disciplinary standards will result in discussion between the relevant trainer and Designer Life, and appropriate action will be taken.

PLAGIARISM, COLLUSION AND CHEATING

This policy will clearly describe the steps that Designer Life takes when plagiarism, collusion or cheating are suspected or identified to:

- Ensure that students do not gain unfair advantage by plagiarising, colluding, or cheating at any time during their learning and assessment.
- Ensure that Designer Life takes responsibility for informing students about what constitutes plagiarism, collusion and cheating in assessment.
- Establish practices that recognise and counter plagiarism, collusion and cheating in order to quality assure Designer Life assessment protocols.

Plagiarism is to take someone's words or ideas or other materials and present them as your own.

Collusion is an understanding or agreement between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include:

- Unauthorised and unacknowledged joint authorship in an assessment task.
- Unauthorised and unacknowledged copying or use of material prepared by another person for use in assessment.

Cheating in an examination/simulated environment is to seek to obtain an unfair advantage in an examination or test.

Referencing is a standardised method of acknowledging the sources of information and ideas and other material used in an assignment.

Suspension is exclusion from participating in Designer Life activities for a defined period.

All completed assessments must be your own/original work. Plagiarism or getting others to do your work will not be tolerated. Copying from a published document (including the internet) without referencing is not acceptable. You must follow correct referencing guidelines if you take another person's idea and put it into your own words.

- All students are required to submit work that is their own.
- Plagiarism, collusion, and cheating constitute academic misconduct, for which penalties may be applied.
- Designer Life recognises its responsibility for educating students about what constitutes plagiarism or collusion and cheating.
- Designer Life has established a procedure to recognise and counter plagiarism, collusion and cheating to ensure the integrity of its assessment processes and outcomes.
- Countering plagiarism, collusion and cheating is the shared responsibility of both staff and students.

Trainer/Assessors are responsible:

- For explaining referencing, and for identifying and reporting plagiarism, cheating and collusion.
- To not engage in any activity whereby they knowingly collude with students for the purposes of plagiarism and/or cheating on a set assessment task or during an examination or test.
- To report suspected plagiarism to the Designer Life Management Team.

Students are responsible:

- To avoid plagiarism by clearly referencing the use of words or ideas or other materials of other people in an acceptable format.
- To avoid presenting work done in collusion with another person or persons as solely their own work.
- To not engage in any situation whereby the student knowingly attempts, or assists another student to attempt, to gain an unfair advantage by cheating during an examination or test.
- To submit a signed Assessment Cover Sheet with each unit of competency attesting that the work submitted is all their own work

STUDENT OVERVIEW

What courses are offered?

Please refer to the Qualifications section for a full list of courses currently offered by Designer Life.

The full list of qualifications that Designer Life can deliver is also listed on the National Training Register at: https://training.gov.au/Organisation/Details/32502.

How is training delivered?

Training courses with Designer Life are delivered using a combination of the following methods:

- Face-to-face classroom training
- Blended learning
- Online learning
- Workplace delivery

How long does a course take?

Each program has a specific course outline which details the units of competency to be studied, along with details of course dates and durations. Prospective students should ensure they have accessed the relevant course details prior to completing enrolment. Designer Life staff will ensure that all students are fully aware of course details and duration prior to finalising a student's enrolment.

Course Extension Policy

Applications for extensions to the standard enrolment period will be assessed on an individual basis. Applications must be received in writing and must state the student's reasons for applying for the extension. Enrolment extensions may be granted where reasonable cause of inability to complete is provided.

The total period of the extension provided will depend on the individual circumstances of the student and the reason they have applied for the extension. However, students will only be able to apply for a maximum extension of six (6) months. Students will only be able to apply for a maximum of one (1) extension to their enrolment. Students will not be subject to additional fees when applying for an extension to their current enrolment.

If a student has applied and been approved for an extension to their enrolment period and has still not successfully completed their course at the conclusion of the extension their case will be reviewed by Designer Life management.

Student Attendance Policy

Attendance is an essential element of a student's program for face-to-face training courses. It is important that students try to arrive to class on time, including returning from morning and lunch breaks, as lateness interrupts other students and valuable work is missed. Training time should be seen as high priority.

Student Absenteeism Policy

Students are required to notify Designer Life team prior to the commencement of the face-to-face training sessions if they are unable to attend.

Students must abide these conditions as follows:

1. Students who are absent on the date of assessment must notify Designer Life of their inability to attend **prior** to the assessment time.

2. Students who know in advance that an assessment date cannot be met must inform Designer Life **prior** to the assessment date.

CLIENT SELECTION AND ENROLMENT PROCEDURE

Client selection

Enrolment and admission into some Designer Life training programs is subject to meeting certain prerequisite conditions and/or entry requirements. Specific details of the prerequisites pertaining to these training programs are contained in individual course documentation and are made available prior to enrolment.

In the case that a potential student does not meet the prerequisite conditions and/or entry requirements, Designer Life staff will assist them in understanding the alternative options available to them. Any questions regarding these arrangements can be addressed by Trainers or Designer Life Management.

Application to Enrol

The Enrolment procedure commences when a student contacts Designer Life expressing interest in a training program(s). Designer Life staff will respond by dispatching by suitable means an enrolment form, student handbook, literature on the program(s) being considered and any other documentation which may be relevant.

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

Pre-course evaluation

A pre-course evaluation of each student is conducted. Questions are designed to identify the student's needs and will allow Designer Life staff members to evaluate any requirements the student may have to improve their learning experience and outcome.

Based on the information gathered through the enrolment form, interview and any other relevant correspondence and conversations, Designer Life staff and management may offer additional support to the student.

Examples of the support services may include:

- Study support and study skills programs
- Language, literacy, and numeracy (LLN) programs or referrals to appropriate programs
- Equipment, resources and / or programs to increase access for students with disabilities
- Learning resource centres
- Mediation services or referral to appropriate services
- Flexible scheduling and delivery of training and assessment
- Explanation of the expected enrolment time frames
- Counselling services or referral to appropriate services
- Information technology support
- Learning materials in alternative formats i.e. large print
- Learning and assessment programs customised to the workplace

FEES

Designer Life operates predominately as a 'fee for service' training business. This means all training programs attract fees. All fees will be paid at, or prior to, the commencement of training, unless prior arrangements are made with Designer Life management.

Designer Life will never collect more than $1,500 in course fees from a student prior to commencing a course or in advance of any service delivered.

Where less than $1,500 is collected prior to the commencement of training or where the total course fee is less than $1,500, a fee protection process is not required. These fees are paid by/charged to the student, a government agency, or the student's employer.

Please see the Payment Terms section for more information on when and how course fees are charged to students.

The total fee payable for each course can be found under the Qualification section of the Student Handbook.

The RTO's fee policy is updated regularly so that both Designer Life and our clients are protected.

Designer Life provides the following fee information to each student:

- The total amount of all fees including course fees, administration fees, materials fees and any other charges;
- Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- The nature of the guarantee given by Designer Life to complete the training and / or assessment once the student has commenced study in their chosen qualification or course;
- The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment; and
- The refund policy.

After students have made payment on their course, further fees will not be charged for the following:

- Re-submission and re-assessment of course work and assignments; and
- No fee applies to produce a statement of attainment when the student has partially completed the training program and must withdraw.

Total course fee

Each qualification, unit of competency or accredited course offered by Designer Life has a specific course fee. The course fee is the maximum fee that may be charged to the student for their selected training program. It is Designer Life's policy that the course fee will be all-inclusive. Students will not be 'surprised' by unexpected requirements, fees, or expenses.

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

Co-Contribution Fees

The total Co-contribution Fee for students who access courses subsidised courses under the Certificate 3 Guarantee or Higher Level Skills program is $25. Eligibility criteria applies to these funding programs, please see our website for more information.

What is a Co-Contribution Fee?

This fee is a contribution to the cost of training and assessment services, and it must be paid by all students undertaking courses subsidised by the Certificate 3 Guarantee or Higher Level Skills funding programs.

The fee may be paid on behalf of the student by a third party unrelated to Designer Life, but it cannot be paid by or waived by Designer Life (whether directly or indirectly). The fee amount is set by Designer Life.

The only exceptions to the fee condition are:

- **SQW participants** — This training is provided fee-free to students with any additional costs met through SQW funding
- **VETiS students** — This training is provided fee-free to students with any additional costs met by the school
- **Foundation Skills Courses** — This training can be provided fee-free to students, as determined by Designer Life
- **Lower-level vocational qualifications for concessional students** — This training can be provided fee-free to students, as determined by Designer Life.

Refund Policy

If a student withdraws from a funded program Designer Life will refund the student on a pro-rata basis, based on the units of competency that have yet to successfully complete.

Cancellation/Withdrawal Fees

Where a student indicates that they wish to cancel or withdraw their enrolment prior to successfully completing the following administration fees will apply:

- **Fee For Service Students:** $50

- **Students enrolled under VET Investment Program Funding (e.g., Certificate 3 Guarantee):** $10

The administration fee must be paid in full prior to Designer Life processing the cancellation/withdrawal.

Reprint Fee - Certificate or Statement of Attainment

Where a student requests a new copy of their certification, the following fees apply:

- Statement of attainment $25.00 + GST
- Qualification (with academic transcript) $40.00 + GST

To request a reprint of your certificate or statement of attainment, please get in touch with us:

In Person: 16 Dixon St, Strathpine QLD 4500

Phone: 07 3333 2055

Email: enrol@designerlife.com.au

Payment Terms

A deposit of 10% of the total course fee is required to be paid upfront prior to commencing a course.

Once a student has commenced training, an invoice will be issued for the balance of the course fee, this invoice must be paid in full within the timeframe stated on the invoice.

All course fees must be fully paid prior to completing a course. Delays in paying course fees may prevent the issuance of the student's qualification or statement of attainment until all outstanding amounts have been paid.

Making Payment

Payment can be made by the following methods:

- **Direct Deposit** – Please pay into the account listed on your invoice.
- **Credit and Debit Card*** – Please contact Head Office on (07) 3333 2055 to make payment.

*No surcharge applies to any credit card or debit card payments.

Payment Plans

Please contact enrol@designerlife.com.au if you would like to enquire about payment plans.

REFUND POLICY

Designer Life will protect fees paid in advance and has a fair and reasonable refund policy.

The following amounts will be refunded for Fee for Service enrolments:

REASON	AMOUNT REFUNDED
Cancellation is made no later than **14 days** prior to the course start date.	**100% refund**
Cancellation is made between **13 – 7 days** prior to the course start date.	**75% refund**
Cancellation is made between **6 days – 1 day** prior to the course start date.	**50% refund**
Withdrawal after starting the course.	**No Refund**
Course is cancelled by Designer Life after commencement.	**A pro-rata refund will be made to students.** The total refund amount will be based on the number of units that have not yet been commenced or completed.

How to request a refund

If you are eligible for a refund on course fees already paid for your course, the full refund amount will be paid directly into your nominated bank account. You will need to provide the details of your bank account to the Finance Team to allow them to process your refund.

For more information, please get in touch with us:

In Person: 16 Dixon St, Strathpine QLD 4500

Phone: (07) 3333 2055

Email: enrol@designerlife.com.au

Cooling Off Period

There is no cooling off period on enrolments where students have contacted Designer Life to enrol.

Terms and conditions

By enrolling into a course with Designer Life you agree to pay the full Course fee for the Course using the payment method you have selected.

You are required to pay the full amount of the Course fees even if you do not complete your Course, or if you fail to advise Designer Life of withdrawal from your Course within the refund periods as show in the Refund Policy.

Students are required to pay any agreed instalment payment plan amount on the due date. Failure to pay on the due date may result in late fee charges and access to the course may be restricted.

Student request to cancel enrolment (Withdrawal prior to completion)

If a student advises Designer Life that they wish to cancel their enrolment before they have successfully completed their course the student will not be entitled to a refund. Statement of Attainment/s will be issued for any units that have been satisfactorily completed.

In lieu of cancellation, the student may defer their course study for up to 6 months from the initial enrolment date without additional charge.

Cancellation of a course by Designer Life

In the unlikely event that Designer Life cannot continue to offer a course and cancels the nominated course, a full refund of fees paid will be made to all students currently enrolled in the cancelled course. This will incur no administrative charges or penalties. The student will be notified directly if any changes in courses directly affect their enrolment or educational outcome.

Should Designer Life be unable to provide all units to meet the student's course completion schedule, the following will apply:

- Course fees paid will be refunded in full and no statement of attainment will be issued on any unit; OR

- Course fees paid on any unavailable unit/s will be refunded; and a statement of attainment will be issued for satisfactorily completed units.

RECOGNITION OF QUALIFICATIONS

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

Credit Transfer

Credit transfer refers to the transferral of academic credit obtained by students through participation in courses or National training package qualifications with other RTOs, towards a qualification offered by Designer Life.

Credit transfer is granted on the basis that the credit validates the student's competency within the relevant qualification / unit of competence. Credit transfer of a qualification / unit of competence is available to all students enrolling in any training program offered by Designer Life.

How to apply for Credit Transfer

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

When a student presents an AQF qualification, statement of attainment or verified USI transcript to a trainer or staff member, a copy will be taken and submitted to Designer Life for verification. Designer Life will verify the authenticity of the qualification, statement of attainment or USI transcript.

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

Designer Life staff will update the student's records accordingly.

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (RPL) means recognition of competencies currently held, regardless of how or where the learning occurred. These competencies may be attained through any combination of formal or informal training and education, work experience or general life experience.

In order to grant RPL, the assessor must be confident that the student is currently competent against the endorsed industry or enterprise competency standards or outcomes specified in Australian Qualifications Framework accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples. The assessor must ensure that the evidence is:

- **Authentic** – The assessor must be assured that the evidence presented for assessment is your own work.

- **Valid** – The assessor must be assured that you have the skills, knowledge, and attributes as described in the module or unit of competency and associated assessment requirements.

- **Current** – The assessor must be assured that the evidence demonstrates current competency. This means the evidence should be from the present or the very recent past.

- **Sufficient** – The assessor must be assured that the quality, quantity, and relevance of the evidence enables a judgement to be made about your competency.

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

RPL Process

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

The recognition of prior learning (RPL) process will be offered to and explained to all relevant students.

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

As part of the Designer Life enrolment policy, students will be advised of the availability of RPL, what the process involves and how it relates to the attainment of the qualification. Students will be reminded of the availability of this option progressively throughout their time in training, in order to provide multiple opportunities for students to engage in the RPL process.

When approached by a student seeking RPL, trainers will advise the Designer Life enrolments team who will then contact the student with more information.

Students will be required to provide a variety of evidence that can be used to support an RPL application. Students will need to ensure that the evidence provided meets the Rules of Evidence, namely that it is valid, sufficient, authentic, and current.

Evidence may include:

- **Primary Evidence**: This is evidence that is provided "firsthand", it has not been interpreted, it is factual and objective. This evidence may include work samples, recordings, records, or original documents, such as licenses, certificates, and academic transcripts.

- **Secondary Evidence**: This is evidence that is gathered after the fact and is often an interpretation, commentary, or evaluation of primary evidence. It may be considered less reliable than primary evidence. This evidence may include resumes or written references.

Ideally, students should provide a mixture of both Primary and Secondary Evidence to support their application. Your assessor will check the evidence provided and confirm whether further information is required or if your RPL application was successful.

RPL Fees

The student will be charged 100% of the scheduled course fee. This includes the initial application, consultation, either in person or via phone, with a suitably qualified assessor, the RPL assessment and (if successful) certification.

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

UNIQUE STUDENT IDENTIFIER

The Unique Student Identifier (USI) scheme allows students to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs. Under the scheme each student enrolling into a VET course is required to hold a USI.

All accredited training reported against a student's USI will be recorded on their transcript. Students will have access to their transcript through the USI website.

Your USI transcript can be used to grant credit transfers.

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

Designer Life protects the security of all information related to USIs. Security measures are in place to protect both digital and hard-copy records from loss, damage, or unauthorised access. Designer Life stores paper-based records in locked cabinets. Digital records are backed up on a password protected Cloud system.

All AQF certification documentation issued by Designer Life is kept for thirty (30) years.

Information that does not appear on your USI transcript

Students should be aware that certain information may not appear on their USI transcript, or may be delayed from appearing:

- Nationally recognised training that is exempt from inclusion.
- Training delivered prior to 2015 will not appear on your USI transcript.
- Non-accredited training will not appear on your USI transcript.
- If you did not supply the correct USI to your training provider your course will not appear on your transcript until the correct USI is provided.
- USI transcripts are only updated quarterly, if you have recently enrolled into or completed training it might not be reflected yet on your current transcript and you will need to check again later in the year.

If you believe that training you completed with Designer Life is missing from your USI transcript when it should be listed, please get in touch with Head Office on (07) 3333 2055.

If you have completed training with another company and you believe it is incorrectly missing from your USI transcript, you will need to get in touch with the company that you completed training with directly. Designer Life is unable to make amendments to data for courses that were completed with another training company.

Access your USI transcript

Students are able to access and download or print copies of their transcripts through the USI website: www.usi.gov.au

If you are having any trouble accessing or viewing your transcript the USI office has created a how-to video which can be accessed here: https://www.usi.gov.au/video/how-view-and-download-my-usi-transcript

If you have any difficulties with your USI account or the USI website, you should contact the Office of the Student Identifiers Registrar directly on 1300 857 536.

Allowing Designer Life to access your USI transcript

Students are able to grant Designer Life access to view and download their USI Transcripts through the USI website: www.usi.gov.au

Follow these steps to grant access:

- Log in into your USI account,

- Click on the 'Provide your USI' tile

- Scroll to the 'Set up access to your USI / Permissions' option.

- Select 'Add Organisation' and search for Designer Life

- You can also limit the period of time that Designer Life will be able to view your transcript, we recommend that if you choose to use this option that you set the period of time to the full duration of your course enrolment.

TRAINING AND ASSESSMENT

Designer Life is committed to meeting the requirements of the Standards for RTOs 2015, delivering high quality training and assessment services that exceed the expectations of their students. To ensure this, Designer Life has implemented processes for industry engagement and data collection and analysis within its operations to ensure provision of relevant training and assessment. The respective training strategies are subject to ongoing continuous improvement. Continuous improvement measures in this area respond to the results of data analysis and involve all internal and external stakeholder groups.

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

PRINCIPLES OF TRAINING AND ASSESSMENT

Training and assessment strategies developed by Designer Life adhere to the following principles:

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

Quality training and assessment principles

Designer Life will apply the *Principles of Assessment* and the *Rules of Evidence* as outlined in Clause 1 of the Standards 2015.

Principles of assessment

To ensure quality outcomes, assessment should be:

- Fair
- Flexible
- Valid
- Reliable

Fair

Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the RTO, the assessor, and the student to ensure that the student is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be re-assessed if necessary.

Flexible

To be flexible, assessment should reflect the student's needs. It needs to provide for recognition of competencies no matter how, where or when they have been acquired. Assessment should draw on a range of methods appropriate to the context, unit of competency, associated assessment requirements and the individual student.

Valid

Assessment is valid when the process is sound and assesses what it claims to assess.

Validity requires:

- Assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
- Assessment of knowledge and skills is integrated with their practical application
- Assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations
- Judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliable

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results are consistent with assessment outcomes. Results must be comparable regardless of the assessor conducting the assessment.

Rules of Evidence

These are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure that it is:

- Valid
- Sufficient
- Authentic
- Current

Valid

Evidence is considered valid when the assessor is assured that the student has the skills, knowledge, and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.

Current

In assessment, currency relates to the age of the evidence presented by a student. Evidence collected must be from either the present or the very recent past.

Training and Assessment Relevant to the Workplace

Whilst employment outcomes cannot be a guaranteed result of a training program, every effort is made to maximise relevant outcomes for students. Designer Life ensures that every opportunity to connect training and assessment within the workplace is utilised. Learning and assessment activities are designed in consultation with industry experts to ensure workplace relevance. Opportunities to expose students to "real-life" learning will be developed in consultation with the relevant workplace personnel where possible and responsibilities clearly communicated to all involved.

Students enrolled in a traineeship or apprenticeship program will be working for an employer within the industry.

Designer Life will:

- Involve workplace personnel in planning workplace programs, where they are relevant to the training and assessment program;

- Ensure that the training and assessment program makes full use of opportunities at the workplace;

- Monitor each student's progress and the support provided to them by workplace personnel;

- Consult with workplace personnel in the development of workplace training and assessment processes; and

- Inform workplace personnel of their training and assessment roles and responsibilities, and accept these responsibilities, where relevant to the training and assessment program.

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

ASSESSMENT POLICY

Designer Life acknowledges the critical role that assessment plays in determining the competency of students. In developing assessment (including RPL) for each qualification and unit of competency, the Chief Executive will ensure:

- Compliance with the assessment guidelines from the relevant training package, qualification, and unit of competency;

- Successful completion of assessment in accredited training will lead to a qualification or statement of attainment under the Australian Qualifications Framework (AQF);

- Assessment complies with the principles of competency-based assessment and informs the student of the purpose and context of the assessment;

- The rules of evidence guide the collection of evidence to support the principles of validity and reliability;

- The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies, and the job environment;

- Timely and appropriate feedback is given to students;

- Assessment complies with Designer Life's access and equity policy;

- All students have access to re-assessment on appeal; and

- Assessment is subject to a schedule of ongoing validation in accordance with Clauses 1.9-1.11 of the Standards 2015.

Designer Life implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. Designer Life recognises that each unit of competency contains assessment requirements relating to; performance evidence, knowledge evidence and assessment conditions.

STUDENT PROGRESS

Students have the right to request information about, or have access to, their own individual records. Designer Life Trainers and Assessors or Administration staff will provide the requested information or access. Students also have the right to request a hardcopy of their own individual file. Student files can be supplied as a printout from records retained within the Data Management System.

Please feel free to ask your Designer Life Trainer and Assessor or Administration staff at any time for a printout of your progress report.

CERTIFICATE ISSUANCE

When a student has successfully completed all components of their course, they will be issued with a Certificate or Statement of Attainment within thirty (30) calendar days, this period will commence from the date that their final unit of competency is assessed as competent or, where a student withdraws from their course prior to completion, the date of withdrawal.

In order to have successfully completed all components students must have:

- Been marked competent in all required units of competency; and
- Successfully completed any Vocational Placement and returned their fully complete logbook, where this a requirement for successful completion of their course.

Students may not be issued a Certificate or Statement of attainment within thirty (30) calendar days when:

- They have not successfully completed all course components;
- They have not provided Designer Life with a verified USI and are not exempt from providing a USI; or
- They have not paid the entire agreed fee for their course.

COMPLAINTS AND APPEALS

Designer Life has a defined complaints and appeals process that will enable learner's complaints and appeals to be addressed effectively and efficiently.

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

Complaints Policy

A complaints procedure is available to all persons wishing to make a complaint, appeal, or any other manner of objection in relation to the conduct of Designer Life, including its trainers and assessors or other staff, a third-party providing services on behalf of Designer Life, or another learner of Designer Life. The complaints procedure will address both formal and informal complaints. All formal complaints must be submitted in writing to Designer Life management and will be heard and addressed, including a response to the aggrieved person, within fifteen (15) business days of receipt. A Designer Life staff member, or another person, can assist you to complete the written form if you require any additional assistance.

Designer Life management maintains a complaint register to document the course of action and resolution of all formal complaints. All complaints entered into the complaints register will be reviewed as part of the Designer Life continuous improvement procedure.

It is the responsibility of Designer Life management to ensure adherence to the complaint procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting complainants with the complaints procedure and supply of complaint forms. The Designer Life complaint form can be emailed to enrol@designerlife.com.au.

Escalate a Complaint

If you are not satisfied with the resolution of the complaint after following and exhausting the Designer Life complaints procedure, you may contact any of the organisations listed below to escalate your complaint:

National Training Complaints Hotline: 13 38 73 or NTCH@education.gov.au

Queensland Training Ombudsman: 1800 773 048 or info@trainingombudsman.qld.gov.au

The Queensland Office of Fair Trading: https://www.fairtrading.qld.gov.au/lodge-your-complaint

Australian Skills Quality Authority (ASQA): https://www.asqa.gov.au/complaints

Please note: ASQA does not operate as a consumer protection agency and will not act as an advocate for students, ASQA will not resolve disputes between students and training providers. Complaints submitted to ASQA will be used as intelligence that contributes to ASQA risk-based approach to regulating training providers. All complaints submitted to ASQA will be reviewed and a determination will be made on whether further action is required.

Further actions may include:

- Using the information to inform the provider's risk profile and the focus of future regulatory activity;
- Contacting the provider to request a specific action; and/or
- In certain cases undertaking a compliance audit or investigation, having taken the nature of the alleged breach and the level of risk into consideration.

Complaint Form

The student making the complaint should complete Section 1. Please fill in all sections of the form, if you would like to make an anonymous complaint, you may leave the name, contact details, and signature fields blank. Please remember to include what occurred, who was involved and any important dates to ensure that Designer Life is able to assist you to the best of our ability. Please attach additional pages if more space is required:

Section 1			
Full Name:			
Contact Phone:			
Contact email:			
Course Name:			
Details of complaint:			
By signing this form, I certify that the information provided is true and correct			
Student Signature:		**Date:**	

The staff member receiving this form should complete Section 2. Please attach additional pages if more space is required:

Section 2			
Comments			
Staff Member:			
Staff Signature:		**Date:**	
Forwarded to:	**CEO**	**Date:**	

The CEO will take action according to Designer Life Complaints Procedure.

Email to: enrol@designerlife.com.au
Post to: Designer Life
PO Box 70
Strathpine QLD 4500

Appeals Policy

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

In the case of a student's appeal against specific assessment decisions, the student should first discuss the decision(s) with the relevant trainer or assessor and request re-evaluation. The trainer or assessor will hear the student's appeal, make fair judgement to the best of their ability as to whether change(s) are required and then discuss their final decision with the student.

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

- The notice of appeal should be in writing and addressed to Designer Life for referral to the management team.

- Appeals should be submitted by the student within five (5) business days of notification of the outcome of the trainer or assessor's re-evaluation.

- The notice of appeal must be submitted within the specified timeframe otherwise the original result will stand. If a student's appeal needs to be deferred due to emergency circumstances, such as in the case of serious illness or injury, a medical certificate supporting the case must be forward to management. The notice of deferral must be submitted within three (3) business days of the conclusion date displayed on the medical certificate.

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

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

Escalate an Appeal

If you are still not satisfied with the resolution of the appeal after following and exhausting the Designer Life appeals procedure, you may contact any of the organisations listed below to escalate your appeal:

National Training Complaints Hotline: 13 38 73 or NTCH@education.gov.au

Queensland Training Ombudsman: 1800 773 048 or info@trainingombudsman.qld.gov.au

The Queensland Office of Fair Trading: https://www.fairtrading.qld.gov.au/lodge-your-complaint

Australian Skills Quality Authority (ASQA): https://www.asqa.gov.au/complaints

Please note: ASQA does not operate as a consumer protection agency and will not act as an advocate for students, ASQA will not resolve disputes between students and training providers. Complaints submitted to ASQA will be used as intelligence that contributes to ASQA's risk-based approach to regulating training providers. All complaints submitted to ASQA will be reviewed and a determination will be made on whether further action is required.

Further actions may include:

- Using the information to inform the provider's risk profile and the focus of future regulatory activity;
- Contacting the provider to request a specific action; and/or
- In certain cases, undertaking a compliance audit or investigation, having taken the nature of the alleged breach and the level of risk into consideration.

Anonymity

Maintaining the privacy of students is of utmost importance to Designer Life. As such, students may submit a complaint anonymously if they choose, however, students should be aware that in this event Designer Life will not be able to contact you to request more information, which may prevent the effective investigation of your complaint. Additionally, Designer Life will not be able to provide updates on the progress of an anonymous complaint or the outcome of the investigation.

Students should be aware that the contents and nature of all complaints will be kept confidential, and only the Designer Life CEO, the Compliance Manager, and members of the Complaint Committee will have access to the details of the complaint and the parties involved. All students should feel secure in the knowledge that they will not face undue reprisals or be subject to any unfair treatment as a result of a complaint they submit or may be involved in.

Complaints/Appeals Procedure

All persons wishing to make a complaint, appeal, or any other manner of objection in relation to the conduct of Designer Life should use the following process.

Informal complaint / appeal:

- An initial complaint or appeal will involve the complainant / appellant communicating directly with Designer Life verbally or by other appropriate means. Designer Life management will make a decision, discuss their judgement with the complainant / appellant and record the outcome of the complaint or appeal.

- Complainant / appellants dissatisfied with the outcome may initiate the formal complaint/appeal procedure.

Formal complaint / appeal:

- It is normal procedure that all formal complaints/appeals proceed only after the initial informal complaint or appeal procedure has been finalised.

- The formal complaint or appeal is to be submitted in writing, and the procedure and outcome recorded by Designer Life management.

- On receipt of a formal complaint/appeal, the Chief Executive will convene the complaint committee to hear the complaint/appeal.

- The complaint committee will consist of a panel of members with no previous involvement or vested interest in the outcome of the particular complaint or appeal. Members of the committee should include:

- A representative of Designer Life management

- A Designer Life staff member

- A person independent of Designer Life

- The complainant / appellant shall be given an opportunity to present their case to the committee and may be accompanied by one (1) other person as support or as representation.

- Staff member(s) involved shall be given an opportunity to present their case to the committee and may be accompanied by one (1) other person as support or as representation.

- The complaint committee will reach a decision on the complaint or appeal after consideration of each case presented.

- The complaint committee will inform all parties involved of the outcome in writing within fifteen (15) working days of making the decision.

All complaints and appeals and their outcome will be recorded in the Complaints and Appeals register. The register will be reviewed at the Designer Life monthly management meeting. Continuous improvement procedures may be actioned when the complaint / appeal procedure results in identification of factors appropriate for improvement to internal operations. When the initial causative factor of the complaint identifies a problem with current Designer Life policies and / or procedures, the continuous improvement procedure will ensure changes are made to prevent reoccurrence of the problem.

Complainants / appellants who are not satisfied with the outcome of the formal complaint / appeals process are able to escalate their complaint or appeal to an external party.

Delayed processes

In the unusual circumstance where Designer Life considers more than sixty (60) calendar days are required to process and finalise the complaint or appeal, Designer Life will inform the complainant / appellant in writing, including reasons why more than sixty (60) calendar days are required. In line with the importance that Designer Life places on open and transparent processes and communication, the complainant or appellant will be regularly updated the on the progress of the matter.

External Complaint / Appeal

It is expected that a complaint / appeal should only be escalated to an external party after the formal complaint / appeal procedure has been finalised.

When Designer Life is made aware that an external complaint / appeal has been submitted to an external body and is being investigated, the Chief Executive will ensure that all requested information is supplied to the external body in a timely manner.

The external complaint / appeal and its outcome will be recorded in the Complaints and Appeals register. The register will be reviewed at the Designer Life monthly management meeting.

In the event that the external investigation overturns the ruling of the complaints committee, Designer Life will open the complaint / appeal again and will consider the recommendations of the external body. Additionally, a continuous improvement procedure will be actioned to identify aspects of internal operations that require change or review. When the initial causative factor of the complaint identifies a problem with current Designer Life policies and / or procedures, the continuous improvement procedure will ensure changes are made to prevent reoccurrence of the problem.

CERTIFICATE 3 GUARANTEE FACTSHEET

Certificate 3 Guarantee
Student fact sheet

Department of Youth Justice, Employment, Small Business and Training

What is the Certificate 3 Guarantee?

The Certificate 3 Guarantee supports eligible individuals to complete their first post-school certificate III level qualification and increase their skills to move into employment, re-enter the workforce or advance their career.

What qualifications are subsidised?

Under the Certificate 3 Guarantee, the Queensland Government provides a subsidy for a range of priority certificate III level vocational qualifications.

Foundation skills training and lower-level vocational qualifications may also be subsidised in certain circumstances.

Are you eligible to participate?

You must:

- be a Queensland resident
- be aged 15 years or over, and no longer at school (with the exception of VET in Schools students)
- be an Australian or New Zealand citizen or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency
- not hold a certificate III level or higher qualification (not including qualifications completed at school and foundations skills training)
- not be enrolled in another qualification (not including foundations skills training).

Additional opportunities may be available in exceptional circumstances where an individual does not meet the eligibility criteria for the program but circumstances indicate the objectives of the program will be met through a confirmed employment benefit. Additional opportunities will be considered on a case-by-case basis, upon request by a prospective student.

To learn more, prospective students can contact the Department of Youth Justice, Employment, Small Business and Trainingon
1300 369 935.

How can you participate?

It is important you choose the right course for you to take full advantage of the program. For information on choosing a training provider, read the training consumer tips at
www.desbt.qld.gov.au/training/training-careers/courses/studentguide/tips.

The Queensland Skills Gateway displays all qualifications currently available under the Certificate 3 Guarantee and provides information about what they cover, the careers they can lead to, and the training providers registered to deliver them – visit www.skillsgateway.training.qld.gov.au/.

Individuals are free to choose their preferred training provider from the list. However, the only qualifications subsidised through this program are those:

- listed on the Priority Skills List; and
- delivered by a training provider who is a pre-approved Skills Assure Supplier (SAS).

The subsidy is paid directly to the SAS as training is delivered and reported to the Department of Youth Justice, Employment, Small Business and Training.

Queensland Government

What level of subsidy is available?

The subsidy represents the level of government contribution for a qualification, and varies between qualifications based on a number of factors.

The investment priority or importance of the training influences the size of the government subsidy. Training in vocational areas that align with important economic and industry skills needs will receive a higher government subsidy.

A higher subsidy will also be paid to support participation by disadvantaged learners (concessional students). More information on concessional student status is detailed in the Certificate 3 Guarantee program policy at www.desbt.qld.gov.au/training/providers/funded/certificate3 .

Do you need to contribute to the cost of training?

Given the benefits that training provides to individuals, students undertaking certificate III level training and non-concessional students undertaking lower -level vocational training are required to contribute to the costs of their training through a co-contribution fee.

The amount of your out-of-pocket expense will vary depending on the course you undertake and the training provider you choose.

The fee may be paid on your behalf by an employer or another third party, but cannot be paid or waived by the training provider, or any organisation related to the training provider, unless approved by the department.

The Queensland Government covers the full cost of training through the Certificate 3 Guarantee for high priority qualifications delivered under Fee-Free TAFE, visit www.desbt.qld.gov.au/training/training-careers/incentives/fee-free-tafe.

More information

For more information on the Certificate 3 Guarantee, including eligibility requirements, subsidy information, concessional student status and program related documents, visit www.desbt.qld.gov.au/training/providers/funded/certificate3 .
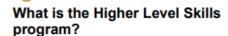
Certificate 3 Guarantee – Student fact sheet v1.2 July 2023

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HIGHER LEVEL SKILLS FACTSHEET

Higher Level Skills
Student fact sheet

Department of
Employment, Small Business and Training

What is the Higher Level Skills program?

The Higher Level Skills program aims to assist individuals to gain the higher-level skills required to secure employment or career advancement in a priority industry, or to transition to university to further their studies.

Are you eligible to participate?

You must:

- be a Queensland resident

- be aged 15 years or over, and no longer at school

- be an Australian or New Zealand citizen or Australian permanent resident (including humanitarian entrants), or a temporary resident with the necessary visa and work permits on the pathway to permanent residency

- not hold, or be enrolled in, a certificate IV level or higher qualification (not including qualifications completed at school and foundations skills training).

How can you participate?

It is important that you take the time to carefully consider your training options and compare different providers and their fees before committing to a course of study.

For information on choosing a training provider, read the training consumer tips at www.desbt.qld.gov.au/training/training-careers/courses/studentguide/tips.

The Queensland Skills Gateway displays the courses available under the Higher Level Skills program and provides information about what they cover, the careers they can lead to, and the training providers approved to deliver them – visit www.skillsgateway.training.qld.gov.au/.

For some subsidised courses under the program, the industry and training package requires you to be an existing worker in the industry to be eligible to enrol. These restrictions and/or exemptions are details in the *Priority Skills List* at www.desbt.qld.gov.au/training/providers/funded/priority-skills-list.

As a condition of your enrolment, you will be required to complete a student training and employment survey within three months of finishing or discontinuing your training.

What level of subsidy is available?

The subsidy represents the level of government contribution for a qualification and varies between qualifications based on a number of factors.

The investment priority or importance of the training influences the size of the government subsidy. Training in vocational areas that align with important economic and industry skills needs will receive a higher government subsidy.

A higher subsidy will also be paid to support participation by disadvantaged learners (concessional students). More information on concessional student status is detailed in the *Higher Level Skills program policy* at www.desbt.qld.gov.au/training/providers/funded/higher-level-skills.

Do you need to contribute to the cost of training?

Given the increased benefits that you can gain from higher-level training, you are required to contribute to the cost of your training through a co-contribution fee.

The amount of your out-of-pocket expense will vary depending on the course you undertake and the training provider you choose.

Queensland Government

The fee may be paid on your behalf by an employer or another third party but cannot be paid or waived by the training provider, or any organisation related to the training provider, unless approved by the Department of Employment, Small Business and Training.

More information

For more information on the Higher Level Skills, including eligibility requirements, subsidy information, concessional student status and program related documents, visit www.desbt.qld.gov.au/training/providers/funded/higher-level-skills.

Higher Level Skills – Student fact sheet

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LEGISLATION

Registered training organisations are subject to legislation which clearly sets out standards for training and assessment, as well as business practice. Designer Life complies with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its scope of registration, including participating in regular audit activities.

Designer Life informs all staff and clients of the legislative and regulatory requirements that affect their duties or participation in vocational education and training. Designer Life recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff. Legislation updates via monthly management meetings, emails of Department Newsletters and regulator correspondence.

Complying with Legislation

Staff are advised at induction and kept up to date with changes to legislation through fortnightly webinars and written correspondence. Policies and procedures and associated tools and templates are updated to reflect changes to legislation as soon as practical following advice. Any associated update training is organised in a professional and timely manner.

All staff are encouraged to view current legislation online at: http://austlii.edu.au

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

Commonwealth legislation:

- Copyright Act 1968
- Commonwealth Privacy Act 1988/Privacy Amendment Act 2012/Privacy Regulation 2013
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Age Discrimination Act 2004
- Commonwealth Disability Discrimination Act 1992
- National Vocational Education and Training Regulator Act 2011
- Standards for VET Regulators 2015
- Standards for Registered Training Organisations 2015

Queensland legislation:

- Working with Children (Risk Management and Screening) Act 2000
- Disability Services Act 2006
- Anti-Discrimination Act 1991
- Fair Trading Act 1989
- Further Education and Training Act 2014
- Work Health and Safety Act 2011

Training authorities / regulators:

- Department of Education, Skills and Employment (Federal)
- Department of Employment, Small Business and Training (Qld)
- Australian Skills Quality Authority (ASQA)
- Council of Australian Governments Industry and Skills Council (COAGISC)

Work Health and Safety Policy

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

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

- Eliminate, at the source, risks to health, safety or welfare of employees and other persons at work

- Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self-employed persons

- Provide for the involvement of employees, employers, and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards.

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

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

In accordance with legislation, all Designer Life employees and management contribute to and assist in maintaining workplace health and safety and risk management operations as part of their role within the RTO. Designer Life management is responsible for providing the following standards as part of its commitment to employees and clients:

- A safe workplace, with a safe system of work

- Adequate workplace health and safety professional development for Designer Life students, employees, management, and stakeholders

- Properly maintained facilities and equipment

- A clean, tidy, suitably designed workplace with the safe storage of goods.

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

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

Harassment and Discrimination Policy

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

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

Designer Life demonstrates commitment to a harassment and discrimination free environment by clearly informing all staff and students of expectations of conduct. In the event that a person considers that they have been or are being harassed, this person is encouraged to inform the other party that their behaviour is objectionable and should not be continued, provided they are comfortable with confronting the offender. In instances where the person is not comfortable discussing the matter with the offending party, a trainer or other Designer Life staff member should be informed of the situation. In this case it becomes the responsibility of the relevant staff member to follow Designer Life policy and procedures to rectify the situation.

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

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

Designer Life staff and students should be aware of the following definitions:

Racial harassment
Involves a person or persons being threatened, abused, insulted, or taunted in relation to their race, descent, nationality, colour, language, ethnic origin, or any other racial characteristic. It may include but is not limited to; derogatory remarks, innuendo or slur, gestures, intolerance, mockery, displays of material prejudice towards a race, racial jokes, discrimination, and exclusion, allocation of least favourable jobs or positions, or unfair treatment.

Sexual harassment
Involves any verbal or physical conduct of a sexual nature, which is inappropriate, unwelcome, or uninvited. It may include but is not limited to; sexually related physical contact such as kissing, embracing, pinching or other suggestive gestures, intimidation, coercion, requests for or promising of sexual favours, questions about a person's private or sexual life, sexist or explicit jokes, unwelcome phone calls, emails or other forms of non-work-related communication, offensive noises, or displays of sexually graphic or suggestive material.

Bullying
Involves any behaviour that suggests a real or perceived power over another party, or otherwise undermines a person or group, generally comprised of repeated, persistent acts over a period of time. It may include, but is not limited to; verbal abuse, physical assault, intimidation, humiliation, unjustified criticism, sarcasm, insults, false or malicious rumours, exclusion, or isolation, inflicting unnecessary work stresses, or sabotage of a person's work or their ability to work by withholding resources or information.

Confidentiality
Relates to privacy of information, ensuring that the information is only accessible to those who have the authority to access it. Within an RTO this may refer to private verbal discussions, student assessments, managerial decisions, and legal proceedings.

Discrimination
Involves the unfair or unequal treatment of another person based solely on class or category. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age, or sexual orientation. All forms of victimisation are also treated as a type of discrimination.

Harassment
Involves any behaviour intended to disturb, offend, or upset. It may include any unwelcome or uninvited verbal or physical action that results in a person feeling intimidated, offended, humiliated, or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

Personnel
Refers to all employees and contractors of Designer Life.

Victimisation
Involves any process that results in the unfavourable treatment of a person on unjust terms. It may include, but is not limited to; unfair punishment, treating a person poorly for their involvement in a complaint, to swindle or defraud a person, adverse changes to another's work environment, or denial of access to work related resources.

Specific principles:

- It is the right of all staff and students to work and study in an environment free of any form of harassment and discrimination.

- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful, and sensitive manner. Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated by Designer Life.

- When Designer Life management is informed of any event involving harassment or discrimination, it is their responsibility to take immediate and appropriate action to address it.

- In dealing with all complaints, the rights of all individuals involved should be respected and confidentiality should be maintained.

- It is the intention of Designer Life management that a process of discussion, cooperation and conciliation will resolve all complaints. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the organisation.

- Both the person making the complaint and the person against whom the complaint has been made will receive information, support, and assistance in resolving the issue from Designer Life management.

- Victimisation is unacceptable and will not be tolerated. No person making a complaint or assisting in the investigation of a complaint should be victimised.

- Harassment or discrimination should not be confused with legitimate comment and advice (including constructive feedback) given appropriately by management or trainers. Managers and trainers should be conscious of how they present their feedback to ensure the message is not misinterpreted.

- Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in confidence that the procedures are designed to ensure fair resolution.

WORKING WITH PERSONS UNDER THE AGE OF 18 YEARS

Students under 18 years of age may enrol with Designer Life. According to the law, a child is considered any individual less than 18 years of age.

Designer Life is committed to ensuring that students are protected from all forms of harm, including bullying, harassment, discrimination, and intimidation. All staff are required to report to Designer Life management any behaviour that can reasonably be considered harmful or potentially harmful to students, or where it is reasonable to believe that a student has been harmed or requires protection from harm.

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

CONSUMER RIGHTS

Consumer protection

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

The Australian Consumer Law provides for:

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

Contractual agreement

Students who enrol in a training program with Designer Life should be aware that they are entering into a contractual agreement. With a view to ensuring all students are fully aware of their rights and obligations, Designer Life provides agreements, enrolment forms, service agreements or similar using a logical format and simple English.

This may include, but is not limited to:

- Wording that allows the prospective student to know what they are agreeing to
- Clearly explained disclaimers
- No misleading or deceptive behaviour
- No actions, omissions, or dialogue (written or verbal) that may force or coerce the student
- Fair dealings for disadvantaged students

PRIVACY

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

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

Designer Life ensures no student information is disclosed without the student's consent, except as required by law or in adherence to the Standards for Registered Training Organisations 2015. Student consent must be obtained in writing from the student, unless the student is under the age of 18 years, in which case written consent from their parent or guardian must be obtained. Consent to disclosure of information forms and / or letters will be recorded.

PRIVACY PRINCIPLES

The *Privacy Amendment (Enhancing Privacy Protection) Act 2012* (Privacy Amendment Act) made many significant changes to the *Privacy Act 1988* (Privacy Act). These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014. One of the amendments included in these changes were the Australian Privacy Principles (APP).

The APP are strictly applied to all aspects of Designer Life's operations, including:

Openness (APP 1)
Designer Life will maintain documentation which detail how students' personal information is collected, managed, and used. When a student makes an enquiry in relation to information collected, Designer Life will explain what information is held, for what purpose it is held and what procedures outline the collection and use of information.

Anonymity (APP 2)
Designer Life will provide students the opportunity to interact with the business without requiring the student to make their identity known in any circumstances that it is practical and possible to do so.

Collection (APP 3, APP 4, APP 5)
Designer Life will only collect necessary information pertaining to one or more specific operations. The student will be informed as to the purpose for which details are being collected. Where Designer Life receives unsolicited personal information that is not required by Designer Life in order to carry out services to the student, the unsolicited personal information will be securely disposed of as soon as possible.

Sensitive information (APP 3)
Designer Life will request specific consent from a student in circumstances where it is necessary to collect sensitive information. Sensitive information may include but is not limited to; information relating to a student's health, criminal record, racial or ethnic background.

Use and disclosure (APP 6, APP 7)
Designer Life will ensure student personal information is not used or disclosed for secondary purposes, unless required to do so by the law, without obtaining explicit consent from the student.

Trans-border data flows (APP 8)
Designer Life privacy protection principles apply to the transfer of data throughout Australia. Designer Life does not disclose personal information to parties who are overseas.

Unique identifiers (APP 9)
Designer Life will not assign students unique identifiers except when it is necessary for efficiency of operations. Commonwealth Government identifiers, such as Medicare numbers or Tax File Numbers, will only be used for the purposes of which they were issued.

Data quality (APP 10)
Designer Life will take all reasonable measures to ensure that all students' personal information which is collected, used, or disclosed is accurate, current, and complete.

Data security (APP 11)

Designer Life will take all reasonable measures to ensure all collected students' personal information is protected from misuse, loss, or damage, and that all data and record storage is secure from unauthorised access, modification, or disclosure.

Access and correction (APP 12, APP 13)

Designer Life will allow students access to personal information held in all circumstances unless prescribed exceptions apply. If the student identifies errors within the information, Designer Life will correct and update the file.

RECORDS

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

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

RECORD KEEPING PROCEDURES

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

Designer Life is committed to maintaining the accuracy, integrity, and currency of all student files, as well as ensuring appropriate security of all records, in order to uphold confidentiality and protect student privacy.

Completed assessments

Each and every assessment submitted by every student will be retained for a minimum period of six (6) months. Where the student accesses a subsidy to pay for their course, assessments will be retained for the mandatory period as specific in the relevant contract.

Individual student records will be stored in a secure location at all times.

Results of assessment records

Student assessment results are recorded electronically within the Designer Life database system. This information may be used to provide annual competency completion reports and/or AVETMISS reports, as required. Record retention periods will also meet various contractual requirements under various funding schemes.

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

Security

Designer Life ensures further security of records by complying with the storage requirements detailed in ASQA's General directive: Retention requirements for completed student assessment items, as amended on 20 February 2013. These documents contain requirements for storage including safeguards against unauthorised access, fire, flood, termites, or any other pests, and to ensure that copies of records can be produced if the originals are destroyed or inaccessible. Designer Life enhances its compliance with these documents by protecting electronic files with up-to-date virus protection, firewall and spy ware protection software.

The data management system is Cloud based and offers the security and integrity expected of a reputable Cloud storage system. In addition, electronic records are copied to a portable hard drive, every four (4) week period. The portable hard drive is stored off site in a fireproof secure location.

Designer Life software and hardcopy systems will retain student's results for a period of no less than thirty (30) years. If requested, enrolment information, training and assessment information or results of assessment will be provided in electronic format wherever possible.

Paper based records will be scanned and saved in Adobe PDF format. Paper records will be securely

shredded after they have been scanned, in accordance with the Designer Life CEO's directions.

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

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

Ceasing operation

In the event that Designer Life ceases to operate, its records will be transferred to the Australian Skills Quality Authority (ASQA) in the appropriate format and detail as specified by ASQA at the time of ceasing operations.

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

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

Access to records

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

Student records

Access to individual student training records will be limited to those required by the Standards for Registered Training Organisations 2015, such as**:**

- Trainers and Assessors to access and update the records of the students whom they are working with;
- Management staff as required to ensure the smooth and efficient operation of the business; and
- Officers of ASQA, or their representatives for activities, required under the Standards 2015.

Designer Life trainers and assessors will maintain accurate and current records of each student's progress and achievement of competencies in the area of their study. These records will be entered on the Designer Life database system during training and assessment.

As students complete each unit of competency, the Assessor will check the achievements against the relevant qualification packaging rules and sign off successfully completed units.

All details of fully or partially completed units of competency will be recorded and stored on the student's file.

Upon successful completion of all relevant units of competency within a qualification, the student will receive a full qualification. The certificate and academic record and / or statement of attainment will be produced and presented to the student.

Student Access to Records

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

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

APPENDIX 1 – GLOSSARY

A

Australian Qualifications Framework (AQF)
The national policy for regulated qualifications in the Australian education and training system.

The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. Further information can be found at www.aqf.edu.au.

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

C

Certificate 3 Guarantee
A funding program administered by DESBT that supports eligible Queenslanders to complete their first post-school certificate III qualification. It also supports school students to access training and Queensland's Year 12 graduates to transition to employment by providing free training in high priority qualifications.

Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
An online database of courses and educational institutions or providers in Australia that are registered to offer courses to overseas students with student visas.

'CRICOS providers' are registered on CRICOS and can offer courses to overseas student with student visas.

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.

Compliance
Compliance is reached when requirements of the VET Quality Framework or Standards for VET Accredited Courses have been met.

Compliance audit
The systematic and documented process ASQA uses to assess a provider's ongoing compliance with the VET Quality Framework and other relevant standards.

D

Data Provision Requirements 2012
A legislative instrument that outlines the requirements for providers to capture and provide data to ASQA.

Department of Employment, Small Business and Training (DESBT)
The state government department that oversees VET training providers on a state level in Queensland, responsible for the administration of various funding programs including User Choice and the VET Investment Program. Previously known as the Department of Education, Training and Employment (DETE).

E

English Language Intensive Courses for Overseas Students (ELICOS)
English language programs for students who require English language training before commencing formal studies in Australia.

ESOS Framework
The Education Services for Overseas Students (ESOS) Framework covers the provision of education services to overseas students. This legal framework sets out the requirements for registration as an ESOS provider and defines the standards that providers offering courses to overseas students must meet.

F

Fit and Proper Person Requirements 2011
A legislative instrument used to determine fit and proper person requirements for persons who exercise a degree of control or influence over the operation of a registered training organisation.

G

General direction
A direction given by the Australian Skills Quality Authority, under Section 28 of the National Vocational Education and Training Regulator Act 2011 (the Act), which outlines the way in which the VET Quality Framework and other conditions defined in the Act are to be complied with.

I

Industry
The bodies that have a stake in the training, assessment and client services provided by vocational education providers.

Industry organisation

An organisation representing an industry, including peak business and employer organisations and industry advisory bodies, such as industry skills councils.

Industry skills council(s)
National bodies formerly recognised and funded by the Australian Government to develop and maintain training packages specific to particular industry areas; this role is now performed by Skills Service Organisations.

L

Learner Unique Identifier (LUI)
A LUI is an identifying number that is given to school students who are registered within Queensland, students are generally registered for a LUI by their school when they reach Year 10, however other approved institutions (e.g. a TAFE or RTO) may register the student. A LUI allows a student to bank credits towards obtaining their Queensland Certificate of Education.

M

Moderation
Moderation is a quality control process aimed at bringing assessment judgements into alignment. Moderation is generally conducted before the finalisation of student results as it ensures the same decisions are applied to all assessment results within the same unit of competency.

The requirement in the Standards for RTOs 2015 to undertake validation of assessment judgements does not prohibit your RTO from undertaking moderation activities, or any other process aimed at increasing the quality of assessment.

N

National register
training.gov.au, the official national register on vocational education and training (VET) in Australia. It is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and registered training organisations (RTOs).

training.gov.au helps people to find information about RTOs that are registered to deliver a particular nationally recognised training (NRT) product.

National VET regulator (NVR)
The Australian Skills Quality Authority (ASQA), the national body responsible for registering training providers and accrediting courses in Australia.

National Vocational Education and Training Regulator Act 2011

National legislation that governs the regulation of the vocational education and training sector in Australia.

Non-compliance
Non-compliance occurs when the requirements of the VET Quality Framework or other relevant standards or registration conditions have not been met.

Notice of intention
ASQA may issue a provider with a notice of intention to apply a sanction or condition of registration where non-compliances are identified. The notice of intent letter outlines the proposed sanction or condition, the reasons for the sanction, and invites the provider to submit evidence within 20 working days as to why the action should not be taken by ASQA.

P

Pre-Qualified Supplier (PQS)
A pre-qualified supplier is an RTO that is approved for the delivery of training and assessment services that are subsidised by the DESBT in Queensland under its various training programs. Designer Life is currently a PQS.

Provider
'Provider' may refer to:

- a registered training organisation (RTO), or

- an RTO that is also registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) to deliver to overseas students, or

- an organisation that is registered on CRICOS and delivers English Language Intensive Courses for Overseas Students (ELICOS).

Q

Qualification

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 community needs.

Quality indicator reporting

All registered training organisations (RTOs) registered with ASQA are required to provide an annual summary report to ASQA of their performance against three quality indicators:

- student engagement
- employer satisfaction, and
- competency completion quality.
- Quality indicator data is used by registering bodies to inform each RTO's risk assessment.

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school qualification which is awarded to eligible students, usually at the end of Year 12. Students who leave school prior to completing Year 12, or who did not meet the requirements to be issued with a QCE when they finished Year 12, may still be eligible to bank credits towards obtaining their QCE by completing VET qualifications.

Queensland Curriculum and Assessment Authority (QCAA)

The QCAA is responsible for overseeing the schooling system within Queensland, from Kindergarten to Year 12. They oversee school syllabuses, assessment, and moderation, issue the Queensland Certificate of Education to students who successfully complete up to Year 12 of schooling and oversee tertiary education entrance.

R

Recognition of prior learning (RPL)

An assessment process that involves assessment of an individual's relevant prior learning (including formal, informal, and non-formal learning) to determine the credit outcomes of an individual application for credit.

Registered training organisation (RTO)

An organisation, registered with ASQA in accordance with the requirements of the VET Quality Framework, to provide specific vocational education and training and/or assessment services.

Registration

ASQA registers vocational education and training (VET) providers as registered training organisations. VET registration is confirmation that a training organisation can deliver, assess, and issue the qualifications it is registered to provide, or statements of attainment to a nationally agreed standard.

ASQA also registers providers seeking to enrol overseas students who are on student visas as Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) providers.

Risk assessment

An assessment of a registered training organisation (or applicant) conducted by ASQA to identify, analyse, evaluate, and treat risks of it breaching its regulatory obligations under the VET Quality Framework.

Risk profile
A rating assigned to each provider by ASQA to indicate the potential effects and likelihood of a provider not complying with its legislative obligations.

S

Scope of registration
The particular services and products that a provider is registered to provide.

Skills Service Organisations
Skills Service Organisations develop and maintain training package content – including qualifications, skill sets, and units of competency.

Skilling Queenslanders for Work (SQW)
A suite of targeted skills and training programs supporting Queenslanders to gain the skills, qualifications and experience needed to enter and stay in the workforce. Funding is primarily available for community-based not-for-profit organisations.

Standards for Registered Training Organisations (RTOs) 2015
The national standards against which applicants for registration as a VET (vocational education and training) provider, and existing VET providers, are assessed.

> ➢ *Standards for Registered Training Organisations (RTOs) 2015*

Statement of attainment
A statement given to a person confirming that the person has satisfied the requirements of units of competency or modules specified in the statement.

Strategic review
Industry-wide reviews undertaken by ASQA to obtain information about areas of the training sector that may require targeted regulatory action.

Student
A person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.

Student-centred audit approach
An approach to audit that focuses on the practices and behaviours of RTOs, as well as checking on the compliance of RTOs' systems and processes.

Superseded training products
Skills Service Organisations (SSOs) may revise training packages. When a training package is revised, the new version is published on the national register, training.gov.au.

When qualifications and units of competency contained in the revised training package replace the previously endorsed qualifications and units of competency, those previously endorsed products are referred to as 'superseded'.

The Skills Service Organisation must indicate whether the revised qualifications and units of competency are equivalent or not equivalent to the superseded product:

- Equivalent means that the outcomes of the new and old (superseded) products are equivalent.

- Not equivalent means that the outcomes of the new and old (superseded) products are not equivalent.

- The national register may also use the term 'superseded' for a qualification or unit of competency that has been deleted from its training package without having been replaced.

T

TAFE
Technical and Further Education

TEQSA
The Tertiary Education Quality and Standards Agency (TEQSA) regulates and assures the quality of Australia's higher education sector.

Testamur
An official certification document that confirms that a qualification has been awarded to an individual.

Third party
Any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.

Training package
Training package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a training package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Transition period
Transition period means, where a training product has been superseded, removed, or deleted from the National Register, the allowable timeframe within which the student's training, assessment, and AQF certification documentation issuance must be completed or, in the case of a superseded training product, within which the student is transitioned into the replacement training product.

U

Unit of competency

The specification of the standards of performance required in the workplace as defined in a training package.

User Choice

Provides a funding contribution towards the cost of training and assessment services for eligible Queensland apprentices and trainees.

V

Validation
The quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current, and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

VET Investment Program
A program of various funding initiatives that are administered by DESBT within Queensland.

VET Quality Framework

A set of standards and conditions used by ASQA to assess whether a registered training organisation meets the requirements for registration.

The VET Quality Framework comprises:

- the Standards for Registered Training Organisations 2015

- the Fit and Proper Person Requirements

- the Financial Viability Risk Assessment Requirements

- the Data Provision Requirements, and

- the Australian Qualifications Framework.

Vocational education and training (VET)

Post-compulsory education and training (excluding degree and higher-level programs delivered by further education institutions) which provides people with occupational or work-related knowledge and skills.